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ABSTRACT

This is the final report of the Using the Second "R" Project, which was designed to provide elementary school teachers in the Cleveland (Ohio) public schools with a kit of instructional strategies and evaluative instruments for use in the development of their students' creative writing skills. The report contains a narrative account of the needs assessment that prompted the project; a description of the project, its goals and outcomes; dissemination information; conclusions and recommendations from the evaluation study; and a description of the implementation of the project in fifth grade classrooms. Among the items provided in the extensive appendixes are: (1) a sample lesson, (2) contents of the writing kit, (3) unit tests, (4) tables of test results, and (5) copies of letters and forms used in the project. (FI)

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USING THE SECOND "R" PROJECT

ESEA TITLE IV-C

August 20, 1978 - September 30, 1980

PROJECT TERMINATION REPORT

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Cleveland Public Schools

DIVISION OF RESEARCH AND DEVELOPMENT

November 30, 1980

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USING THE SECOND "R" PROJECT

A. Summary

The Using the Second "R" project was initiated as a locally conceived proposal responding to a need identified as critical at both the State and local level for upgrading students' writing abilities. The project design was based on the assumption that a "packaged" kit, including supplemental instructional strategies and evaluative instruments, would provide elementary teachers with a much needed resource to support both the functional and creative writing skill development of elementary school students. This two year project was devoted to the creation of such a kit.

The 1978-79 year included the initial development and pilot-testing of materials. A teacher cadre composed of 16 fourth and fifth grade teachers were recruited for project participation. Project staff conducted cycles of inservice for these teachers around the three major topics of Writing Fundamentals, Functional Writing and Creative Writing. Results of pre and post testing of participants indicated that their gain in knowledge of writing and spelling skill instructional techniques was significant. After acquiring the necessary background information, this teacher cadre group prepared lesson outlines of what they felt should be included in the unit dealing with each of the three major topics. These lesson outlines were then given to a six-member writing team who, under the direction of the project manager, developed the actual lesson. For the 1978-79 pilot-testing year, a total of 36 lessons covering three major topics were developed. Pre and post tests for each of the three units were also developed.

The teacher cadre group pilot-tested the lessons in their own classrooms. This pilot-testing was completed by unit and included the administration of pre-tests, the teaching of the lessons, and the administration of post-tests. Project staff observed all teachers to insure that materials were in fact being implemented. The analysis of pre-post test results indicated that for all three units there was a significant gain ($p \leq .05$) in students knowledge of the specific writing skills being measured on the test. Teacher cadre members also completed feedback sheets for each lesson, indicating lesson strengths and weaknesses. These feedback sheets were then used by project staff and the writing team to revise lessons.

A panel review team composed of experts from outside the system reviewed and rated all project materials. Although the ratings were high, the team did suggest changes which project staff then included before readying materials for the field-testing year.

During the 1979-80 field-testing year, a team of 27 fourth and fifth grade teachers from 14 schools served as experimental group participants and field-tested all materials. Another comparison group,

composed of 10 teachers from five schools, took all pre and post tests but did not utilize any project materials.

Based on feedback from the 1978-79 panel review and teachers, the writing kit was expanded to include 49 lessons covering four units. These four units were: Unit I - Reference Resources; Unit II - Writing Fundamentals; Unit III - Functional Writing; Unit IV - Creative Writing. The experimental teachers implemented lessons in their classrooms and pre and post tested their students. In order to find out how well the materials would work in a typical classroom, these teachers received no specialized inservice prior to implementation. After they implemented lessons for a particular unit, they attended a feedback session designed to provide the project staff with directions for revision of materials. They also completed a feedback sheet for each lesson and submitted this sheet to project staff.

The experimental groups' pre-post results for all unit tests were compared with the results obtained from the comparison group. For all units, the post-test scores of the experimental group were significantly higher ($p \leq .05$) than the scores obtained from the comparison group, using the pre-test scores as a covariate.

A panel review team again rated the project materials according to clarity, effectiveness, and usability. The ratings were once again very high for all units. Based on this review and other field-test results, the writing kit was finalized by the project staff and are currently being duplicated.

Based on all data obtained from the field-testing year, it is concluded that the Using the Second "R" writing kit provides a valuable instructional tool for teachers to use in upgrading students' writing abilities. It is recommended that the Cleveland Public Schools utilize the Using the Second "R" writing kit in its fifth grade classes beginning in the 1980-81 school year. Towards this end, all fifth grade classes will receive a copy of the kit. The Using the Second "R" project manager is also working with a selected group of 34 fifth grade teachers on an individual basis to assist them with full implementation of the kit in their classrooms.

It is also recommended that the State of Ohio investigate the possibility of disseminating the kit on a state-wide basis.

B. Needs Assessment

Functioning effectively in everyday life requires that an individual master those skills related to the inputs and outputs of communication. Instructional programs generally concentrate on the communication inputs of reading and listening with relatively little systematic instruction devoted to the outputs of speaking and writing. The lack of instruction may in part explain why students exhibit little skill in expressing themselves in writing. There is a critical need to provide teachers with the resources needed to implement instructional programs designed to upgrade students' writing abilities.

Data gathered at the national level indicate that there is a definite need to upgrade these abilities. Specifically, data gathered by the National Assessment of Educational Progress (NAEP) have indicated that most of the 1.5 million 9-, 13-, and 17-year olds surveyed had mastered a variety of basic educational skills. The same studies, however, reveal that a large number of these students have difficulty using these skills to adequately express themselves.[1]

A survey of local data completely confirms these national findings. For example, freshmen entering a local university are asked to write an essay on one of ten topics developed by the schools' educational specialists. The intent of this exercise is to identify students who are in need of upgrading their writing skills. Student essays are analyzed based upon local criterion measures. Two developmental writing courses are available for students whose essays indicate that such assistance is needed. A beginning course concentrates on grammatical form and sentence construction, while the advanced offering deals primarily with paragraph organization. Analysis of the essays given in the Fall Quarter of 1976 indicated that of the 863 freshmen examined, 551 or sixty-four (64) per cent of the group were assigned to one of these remedial writing courses before they were permitted to enroll in Freshmen English. Experience has demonstrated that as these students' written communication improves so do their reading skills.[2]

Beginning in 1975, the Cleveland Public Schools have conducted a follow-up study of their student graduates in an effort to secure feedback which could be used to evaluate its educational program and serve as an input to student needs analysis. Questionnaires were sent to approximately one-third of the graduates from both years' classes. These students were randomly selected by computer. A portion of the questionnaire asked students to choose from a list of ten tasks the one thing the high school did least effectively to help them prepare for advanced training on the job, in college, etc. A separate tabulation of 1975 and 1976 responses revealed that writing improvement was the second most often mentioned task during each of these years.[3]

Members of the community have also demonstrated how vital they consider expressive skill development to be in the educational program of their schools. District-wide needs assessment committees consisting of members representing the educational partners of the community--students, parents, community members, and school staff--have been

organized to identify and rank in priority order the educational needs of its students. Members generate a statement of goals for the Cleveland Schools which appear on surveys administered to stratified random samplings of Cleveland School administrators, teachers, and parents. Survey questionnaires request respondents to rate the relative importance of the goals as well as their perception of the goals' present level of attainment. Goal statements having the greatest discrepancies between importance and present level of attainment are consequently identified as being the highest priority needs. The most recent survey (1975-76) revealed that respondents selected the following goal as being one of the two highest priority needs for the schools.[4]

. Students will acquire the functional use of basic skills "3Rs".

Because the Ohio State Legislature now requires that annual progress reports be made by school districts, the Needs Assessment Task Force developed a set of desired student achievement levels for these identified goals. The following goal indicators and performance objectives relate specifically to writing. They are presented to demonstrate community expectations. These include:

Indicator A	Performance Objective
Writes sentences paragraphs, and letters	Given a situation in which students will select topics, 75% of the students will write sentences, paragraphs and/or letters which reflect 80% accuracy in the use of basic skills based on teacher judgments.
Indicator C	**Performance Objective**
Exhibits logic in expressing ideas	Seventy-five per cent of the students shall progressively develop in the judgment of the teacher the ability to express himself logically.
Indicator D	**Performance Objective**
Discusses materials read-writes about materials read.	Seventy-five per cent of the students will read materials and paraphrase orally or in writing what they have read with 80% of content accuracy based on teacher judgment, according to guidelines appearing on a checklist.

Based upon the evidence presented it is apparent that there exists a strong desire within Cleveland's community to insist that instructional strategies be developed which will help students improve both their functional and creative writing skills. Data suggest that it would be profitable to begin such instruction as early as Grade 4 and 5. A major source of information which supports this contention is found in local city-wide test results.

Although a standardized writing test is not given to elementary students, the language subtests of the Comprehensive Test of Basic Skills (CTBS) do provide some insight. A review of the 1977 test results for Grades 3, 4 and 6* reveals that students' performance on the language mechanics subtest exceeds that on the language expression subtest. Again, these results seem to confirm NAEP findings. The following outcomes are indicative of this trend:

- Sixty (60) per cent of Grade 3 students were able to recognize and apply correct rules of capitalization, while only 53 per cent could discern the proper relationship of different sentence parts.

- Fifty-nine (59) per cent of Grade 4 students could recognize and apply rules of punctuation and capitalization. Yet, 41 per cent were able to select the most effective way of expressing the underlined portion of a sentence and only 38 per cent could select the best order of sentences in a paragraph.

- Sixty-five (65) per cent of Grade 6 students were able to recognize and apply correct grammatical principles, while only 43 per cent of these same students could select the paraphrased expression which expresses in the clearest way an underlined phrase in a paragraph.

A series of workshops and individual conferences conducted during the past several years by the Division of Reading Language Arts for elementary school teachers have generated additional information about children's needs in improving writing skills. A majority of fourth and fifth grade teacher participants have assigned one of the highest priorities to their need for staff development in teaching functional and creative writing skills as an integrated process. Investigations have revealed that most basic writing instruction to date primarily emphasizes the mechanics that are to be mastered by students through tedious rote memorization of rules. Futhermore, it appears that teachers have difficulty developing a plan that defines the province of basic writing in a way that highlights the specific work to be covered over an extended period of instruction. As a result, writing instruction most often lacks the fundamental structure and sequence necessary for skill development.

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*Grade 5 students are administered the Iowa Test of Basic Skills

A number of individuals who are exploring the ramifications of deficient expressive skill development have spoken of the dire consequences that will result if these problems are ignored. Roy H. Forbes, NAEP Director, warns that if educators fail to address this concern "we may be creating another gap between the haves and the have-nots".[5] Mina Shaughnessy, a pioneer in the field of basic writing, has remarked, "that a person who does not control the dominant code of literacy in a society that generates more writing than any in history is likely to be pitched against more obstacles than are apparent to those who have already mastered the code".[6] She has demonstrated that the "ineducable" students who have entered City University of New York can successfully be taught to write. The challenge, therefore, confronting school systems becomes devising methods that will assist students at an early age to gain not only the knowledge, but confidence in their ability to communicate through writing. Using the Second "R" Project addresses itself to an identified Cleveland Public Schools district-wide high priority need: the improvement of students' functional use of the written language.* The results of the project should be of extensive importance in that the achievement of this major task goal may generate far reaching impact on expressive skill development efforts at a statewide level.

The project was unique in that it involved Grade 4 and 5 students and teachers in the development and implementation of an educationally innovative curriculum model that integrated those writing and spelling skills that are needed to enable children at an early age to become competent in expressing their ideas in writing. As a result of program activities, a proven instructional methodology and exemplary materials are available to support such skill development.

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*The 1975-76 district-wide needs assessment survey rated this goal as being one of the two highest priority needs for the schools.

C. Project Goals

First Year Goals (1978-79)

- To engage teachers in an inservice program focused on skill identification and the development of teaching techniques that can be used to facilitate acceptable levels of functional/creative writing performance among upper elementary school students.

- To design and pilot-test a "packaged kit" consisting of a variety of teacher and student directed activity techniques that will integrate writing/spelling skill instruction in the upper elementary school classroom.

- Upper elementary school students will demonstrate improvement in their functional and creative writing abilities through the use of project designed materials.

Second Year Goals (1979-80)

- To engage teachers in a field-test program to obtain an objective view of the effectiveness of the basic techniques developed during the first-year program.

- To refine and expand the content of the writing "packaged kit" based on the results of the field-testing and with special emphasis on the integration of writing/spelling skills in the upper elementary grades.

- To significantly improve upper elementary school students' functional and creative writing abilities.

D. Program Description

The Using the Second "R" Project was a two-year project developed as a locally conceived proposal in response to a critical educational need of the highest priority, identified at both the district and state levels. The project design was based on the assumption that a "packaged" curriculum model, which included supplemental instructional strategies as well as evaluative instruments to measure students' progress, could be an effective resource to support both the functional and creative writing skill development of elementary school students.

Evidence cited previously demonstrates that definite weaknesses appear in students' abilities to utilize basic educational skills when expressing themselves in writing. It is also known that skill abilities can be enhanced when acquired in relation to practical day-to-day living problems and experiences. To increase the effectiveness of existing writing instruction efforts, elementary school teachers need at their disposal proven teaching strategies and materials that will support the sequential acquisition of functional and creative writing skill competencies.

The writing kit developed through the efforts of the Using the Second "R" Project is designed to satisfy both teacher and student needs in these two areas of writing instruction. The fact that students are deficient in their ability to express ideas in writing seems to parallel a similar deficiency in teacher training and preparation in writing instruction. Through the use of the Using the Second "R" writing kit, a bridge will be established that minimizes the gap between inadequacies in teacher training and deficiences in student performance.

The Cleveland designed writing kit materials can be used in conjunction with the existing portion of any upper elementary reading language arts curriculum, or as a self-contained series of sequential lessons, classroom activities and evaluative techniques. Successful implementation of the kit does not require extensive purchasing of equipment other than what is currently available in most school districts. It is possible to implement project materials within the confines of the normal classroom setting.

The Using the Second "R" writing kit is organized around four major unit topics. These four units and the number of lessons contained in each unit are: (1) Reference Resources - containing 9 lessons; (2) Writing Fundamentals - containing 16 lessons; (3) Functional Writing - containing 12 lessons; (4) Creative Writing - containing 12 lessons. Each lesson within the units contains five major sections: (1) a statement of the learning objective for that lesson; (2) the materials needed to teach the lesson; (3) the preparation required by the teacher before implementing the lesson; (4) the procedure for actually teaching the lesson which includes instructional techniques, and (5) an evaluation of how well the students achieved the objective which includes activity sheets to be completed by the students and a guide for the teacher to use in evaluating the activity sheet. Additionally, pre and post tests are provided for each of the four units. A sample lesson is contained

in Appendix A. One complete Using the Second "R" writing kit will be sent to the State Department of Education within 30 days after submission of this report.

The two-year project was under the direction of a consultant teacher coordinator and a consultant teacher assistant, both identified by the supervisor of Reading Language Arts. The first year of the project was devoted to the initial development and pilot-testing of lessons designed to upgrade the writing skills of fourth and fifth grade students. These lessons were developed by fourth and fifth grade teachers under the guidance of project staff. The project staff designed and conducted an extensive inservice program for these teachers prior to the development of the lessons so that the teachers would have the necessary background knowledge. These same teachers then used the lessons in their own classrooms and administered assessment instruments to evaluate their students' performance. Finally, a panel of three reviewers from outside the Cleveland School System reviewed the materials and offered suggestions for improvement.

Based on the results of the first year pilot-testing, the project materials were revised and readied for the second year of field testing (1979-80). This field testing involved teachers who were not in the project the first year using the materials in their classrooms without the benefit of a teacher inservice program, and then comparing their students' test results with test results from a group of students who did not participate in the project. A panel review of materials was once again conducted and, based on the results of the field test year, the finished Using the Second "R" writing kit was produced.

The actual timeline for both project years (1978-79 and 1979-80) was different from the timeline submitted in the original proposal and the continuation proposal. As documented in the monthly reports submitted to the State Department of Education, the discrepancy between proposed and actual timeline implementation was due to employee strikes which occurred during both of the project years. The employee strike during the 1978-79 school year closed the schools for a six week period beginning in the first full week of September, 1978 and ending on October 16, 1978. The strike during the second project year lasted from November 7, 1979 to January 4, 1980. Project activities, with State knowledge and approval, were subsequently pushed back to accommodate the time lost due to the strike, and the official lengthening of the school year to June 30, 1979 for the 1978-79 school year and to July 23, 1980 for the 1979-80 school year. Although project activities were not completed in accordance with the original timelines, all project activities were completed by the end of each project year.

A detailed description of each of the major phases of the two-year Using the Second "R" Project is presented chronologically on the following pages of this section.

I. First Year Activities and Timeline (1978-79)

Phase I - Operational Recruitment and Planning

Project records indicate that Mrs. Beverley Tyla had been appointed consultant teacher coordinator of the Using the Second "R" Project as of August 31, 1978 and that Mrs. Sue Jones was appointed as consultant teacher assistant coordinator as of September 11, 1978. Due to the Cleveland employee strike occurring between the weeks of September 4, 1978 and October 9, 1978, it was impossible for the project staff to recruit teacher participants from the Public Schools until after the teachers officially reported for work in their assigned buildings on October 16, 1978. In the non-public schools, the two schools chosen by the Diocese of Cleveland to participate in the project were identified by September 7, 1978, and the names of the participating teachers from these schools were submitted to the project staff by October 27, 1978. After the employee strike was settled and teachers had returned to work, principals began to identify the two teachers from each of the 10 public schools who would participate in the project, as outlined in the proposal. This plan would have provided the services of 20 public school teachers to serve as teacher cadre members. Difficulties arose, however, in achieving this goal because teacher participation could be solicited only on a voluntary basis within the schools. Consequently, three of the principals of public schools targeted for participation could identify no teachers who were interested, and three other principals identified only one teacher from each of their building who would be willing to participate. The project staff identified one additional school not in the original proposal where one teacher was interested in participating and subsequently did enroll in the project. In this same school, another teacher was enrolled in the project for approximately six weeks but was reassigned as a teacher in a magnet school and could no longer participate in the project. In one other school, two teachers did express an interest in participating, did attend one inservice but dropped out of the program. As a result of these recruitment problems, the total number of teacher cadre members participating in first year activities was 16 instead of the proposed 24. A complete list of all first-year project participants can be found in Appendix B. Fourteen of the 16 teachers were identified as of November 1, 1978 and the other two teachers were identified by December 1, 1978. All teacher appointments were made in consultation with and were approved by the participating school principals as well as the supervisor of Reading Language Arts.

The State of Ohio was apprised of these recruitment problems through the monthly reports and responded that the project appeared to have made reasonable efforts to obtain the proposed number of teachers but that these efforts had not been successful, and that the significance of the reduced teacher staff would be determined as a result of the project evaluation and continuation (see Appendix C).

Five individuals representing a variety of positions within the field of public relations were approved as of October 9, 1978 to serve as the Community Communication Council. Additionally, six educational specialists from universities and public school systems agreed to serve as Advisory Committee members. (Refer to Appendix B for a complete list of all appointments.)

Subsequent meetings of the CCC were conducted throughout the 1978-79 school year. Two meetings were held, one on March 29, 1979 and the other on May 24, 1979. These meetings were conducted to keep the CCC informed of the project's activities and progress so that they could better fulfill their role as disseminators. Because there were no parents who expressed a desire of actually serving as CCC members, the project coordinator opened the May 24th CCC meeting to any parents who wished to attend, and seven parents did attend this meeting.

After the initial meeting with the Advisory Committee, the project staff decided that the best method for utilizing their expertise was to meet with individual members as the need arose. Subsequently, the project coordinator held at least three separate meetings with individual advisory committee members. These meetings were designed to elicit reactions from the committee members concerning the development of the lessons.

During this initial period, project staff also laid the groundwork for the remainder of the first year activities including: the acquisition of necessary resource materials; the identification of potential instructional areas to be included in the kit and developed by the teacher cadre members; the preparation of materials and information to be presented during the initial cycle of inservice; and the preparation of an Organizational Program Outline profiling the project's operations organization and designed for the project staff and Advisory Committees/Communication Council members. This Organizational Program Outline can be found in Appendix D.

Three orientation sessions were also conducted during this time including one on November 7, 1978 for Advisory Committee members, one on November 9, 1978 for principals from schools involved in the project, and one on November 14, 1978 for Community Communication Council members.

Finally, the project staff in consultation with evaluators from the Division of Research and Development constructed a 35-item test of teachers' knowledge of writing and spelling skills to be used as a pre-post instrument for teacher inservice. A discussion of the results of the administration of this test will be included as a part of E. Project Outcomes, Performance Objective 2-1, for the 1978-79 project year.

Phase II - Inservice and Preliminary Instructional Strategy Design

Because of the late opening of school (October 16, 1978) and the unavailability of teachers to attend inservice sessions or even be recruited for the project before this date, the first teacher cadre session for the 16 teacher participants was held on November 14, 1978. A total of 20 teacher cadre sessions were conducted between November 14, 1978 and May 22, 1979. Each of these sessions were held after school. As outlined in the proposal, these sessions were divided into four cycles according to the types of writing skills which were to be addressed during the particular cycle. The first cylce was designed to provide an orientation and introduction to the basics of writing and the particular tasks which had to be addressed during the rest of the year.

The project staff coordinated the inservice topics with the student lessons targeted for development in the proposal so that teachers were given the necessary background information for developing these lessons. The four cycles covered during the inservice included: Cycle I - Orientation; Cycle II - Writing Fundamentals; Cycle III - Functional Writing; Cycle IV - Creative Writing. The format for each of the inservice sessions followed the outline specified in the original proposal. Briefly, this format included: (1) critiquing any lessons that had been pilot-tested in the intervening week(s); (2) conducting structured inservice covering necessary background information; (3) identifying the scope and sequences of skills to be covered for that particular topic; (4) formulating a lesson outline for use by the writing team in developing the specifics of each lesson; and (5) identifying resources that might be useful in developing the lesson. Outside consultants were utilized wherever their particular expertise was needed in upgrading teachers' knowledge of writing skills and instructional techniques. Two of these consultants were from Educational Testing Services (ETS), as specified in the proposal, and dealt with topics such as holistic scoring and developing objectives for writing. Two additional consultants presented material covering such topics as the writing process and the written language structure in elementary pupils.

Phase III - Lesson Development and Pilot-Testing

In accordance with proposal specifications, the writers could not meet as a group until after Cycle I (Orientation) of the teacher cadre inservice sessions was completed; consequently, the first writing session was held on December 14, 1978. Between this date and June 21, 1979, a total of 36 writing sessions were held after school, lasting approximately two hours each. Although six teacher cadre members initially agreed to serve as the writing team, only five of these members actively functioned as writers.

The writing team developed lessons based upon the lesson outline they obtained from the 16 member teacher cadre. The

project staff directed writing team activities and were responsible for the final editing of all material. A schedule of the writing team session is contained in Appendix E.

A total of 36 writing skills lessons were developed by the writing team during the first project year and covered three general units/topics. In conjunction with the development of lessons, the project management, with assistance from the writing team, developed test items to coincide with each lesson. On December 14, 1978 and December 21, 1978 the writing team was exposed to workshop and audio-visual materials developed as a part of Cleveland's 1976-78 Title IV-C Classroom Test Skills Project to help prepare them to write test items.

Each of the 16 teacher cadre teachers was responsible for pilot-testing all of the 36 lessons developed during the first project year. To insure that the lessons were in fact pilot-tested in the classroom, the project coordinator or the assistant observed each teacher once during each of the pilot-testing phase. As there were three pilot-testing phases, one for each unit, each teacher was observed three times during the pilot-testing. Teachers also submitted a feedback sheet to project staff for each lesson indicating "weak" areas that should be revised. A copy of the feedback sheet, which was also used during the second project year, can be found in Appendix F.

Phase IV - Product Review, Revision and Publication

A three member product review panel was appointed by the supervisor of Reading Language Arts to assess materials developed during the first year. The selected members were not affiliated with the project and included:

Ms. Carolyn Massad
Educational Testing Service

Sister Mary Dolors Healey
Ursuline College

Dr. Janet Byron
Cleveland State University

Because of the extension of school to June 30, 1979 and the subsequent extension of pilot-testing into the middle of June, it was not possible for this panel to review materials until June 22, 1979. The review process was completed on June 30, 1979 Two of the three members spent the morning of June 25, 1979 with project staff and the evaluator to review the curriculum evaluation instrument to be used in rating materials, and to establish inter-rater agreement for the instrument (the third member was unable to attend due to personal reasons).

Each panel review member was asked to review a certain number of lessons in depth, using the curriculum evaluation instrument. Additionally, each member was asked to review the entire set of lessons in general, paying particular attention to

items such as appropriateness of scope and sequence, general appearance of the lessons, etc. The results of this panel review will be presented as a part of E. Project Outcomes, Performance Objective 2-4 for the 1978-79 school year.

The panel review's ratings and suggestions for revision, as well as revisions the project staff deemed necessary based on their observations and teacher feedback, were then used by the writing team to revise and refine the lessons reviewed by the panel. These sessions were conducted during the weeks of July 9 - July 20, 1979, with each of the 10 sessions lasting approximately five hours per day. These revisions included breaking the three units/topics into four while keeping the content basically the same. The first unit, Writing Fundamentals, had included nine lessons on reference resources. The decision was made that the particular content of these lessons lent itself to the formation of a separate unit on Reference Resources which became the first unit of the writing kit. The Reference Resources unit was viewed as an appropriate introductory unit for the writing kit because familiarity with appropriate resource materials is essential for producing almost any written work. Also, by splitting the original unit into two separate units, the volume of the content of the Writing Fundamentals unit was reduced to a more manageable size.

Upon completion of the necessary revisions, the writing kit was duplicated and prepared for the field testing schedule for the second project year.

II. Second Year Activities and Timeline (1979-80)

Phase V - Field Test Organization and Orientation

The second year of the project was designed to field test the writing kit materials that had been developed, pilot-tested, and revised during the first project year.

The supervisor of Reading Language Arts confirmed the assignment of the project coordinator, the project assistant and the clerk for the second project year. The project staff elicited participatory support for the Community Communication Council (CCC) and the Advisory Committee (AC) for the second year. With the exception of replacing one member with a parent representative, the membership for the CCC remained unchanged from the first project year. The AC membership was changed due to two previous representatives resigning from the system and one new member being added. A complete list of all project participants for the 1979-80 school year can be found in Appendix G.

A combined meeting of the CCC and AC was conducted by the project staff on September 26, 1979 to reacquaint the members from both groups with the project's goals/objectives, to apprise them of the progress made during the first project year, and to review activities scheduled for the second year. Because it proved effective during the first year, the services of the

Advisory Committee were once again utilized on a one-to-one as needed basis by project staff.

The selection of experimental and comparison group schools and participating teachers in these schools was also finalized by the project staff during this time. The list of schools originally identified in the continuation proposal as participants for the second year had to be changed due to various reasons, including the restructuring of grades within buildings resulting from the Cleveland desegregation plan, the inability to open one elementary magnet school, and reassignment of staff who had indicated an interest in participating in the project to other buildings. With approval from the State, the project selected replacement schools and the list of second year participating schools did include 15 experimental schools and five comparison schools, the same number of schools as originally stated in the continuation proposal. All of these schools and teachers had not been involved in the first year of pilot-testing. A list of these schools and the teachers from each school who participated in the project during the second year are also included in Appendix G. Also included in this appendix are the names of six first year project participants who were selected to serve as writing team revision members during the second project year.

During this period, project staff also completed any compilation and duplication tasks required to ready writing kit materials for field testing. Additionally, the project staff began the expansion of the resource materials necessary to complete the development/revision of lessons.

Two separate orientation workshop sessions were conducted during this phase: one for experimental group participants held on January 29, 1980 and attended by 25 teachers; and one for comparison group participants and attended by eight teachers. The session for experimental teachers was designed to provide an overview of the project and, more specifically, the tasks that an experimental teacher would be required to complete. These tasks included administering pre-post tests for each unit and teaching the lessons for each unit. At this session, the experimental teachers received the lessons they were to implement for Unit I - Reference Resources. The project staff also explained the procedures that would be used to obtain teacher feedback concerning the lessons, including conducting a reaction session for experimental teachers after each unit had been implemented and having the teachers complete a feedback sheet for each lesson.

The session for the comparison group teachers was designed to explain the pre-post testing procedures that would be utilized throughout the year. It was explained that the teachers would receive tests, answer sheets, and bulletins of instructions via the school mail prior to each pre or post testing period, and that they would then be responsible for returning the completed answer sheets to the project evaluator. Because comparison group

teachers did not participate in project implementation, other than administering pre-post tests, this was the only session conducted for them by the project staff.

Phase VI - Implementation in Experimental Schools

The experimental schools began implementing the lessons for each unit in their classrooms on February 1, 1980 beginning with Unit I - Reference Resources. The schedule of activities that was followed throughout the year for field-testing materials in the experimental classes was as follows: teachers administered the pre-test for the unit prior to implementing the unit; pre-tests were then mailed to the evaluator, and teachers began teaching the lessons; the project staff observed teachers implementing the lessons one time during each unit; teachers completed a feedback sheet for each lesson and sent this, along with completed student activity sheets to the project staff; teachers received post-test materials from the evaluator at the end of each unit's implementation, administered the post-test materials to their classes, and then returned post-tests to the evaluator; teachers attended a reaction session to provide feedback to the project staff concerning the general effectiveness of the unit that had just been implemented.

A complete list of all lessons included in the writing kit, by unit, is included in Appendix H. Additionally, a schedule of the reaction feedback sessions by unit, and the pre-post testing dates for both experimental and comparison group schools is also included.

Certain changes in project activities were requested by the project staff and approved by the State in revising the project timeline after the teacher strike was settled in January, 1980. Because Unit I - Reference Resources and Unit II - Writing Fundamentals formed the basis of the writing kit, the project staff felt that it was mandatory that these two units be field-tested by all participating experimental teachers. The remaining two units, Unit III - Functional Writing and Unit IV - Creative Writing, were field-tested concurrently. This was accomplished by dividing the participating experimental teachers into two test groups, with each of the two test groups field-testing only one of the two remaining units. A list of the division of experimental teachers for the purpose of field-testing these two units is contained in Appendix I. Because there were only five comparison group schools, the comparison group was not split and all comparison group teachers administered pre and post tests for all units thus ensuring adequate testing sample size.

The results of field-testing will be discussed under Section E. Project Outcomes, Performance Objectives 2-1, 2-2 and 2-3 for the 1979-80 school year.

Phase VII - Implementation in Comparison Schools

The comparison schools participation in the project was limited to the administration of pre-post tests for all units. All pre-post tests were mailed to the comparison group teachers prior to the testing and were returned to the project evaluator when completed. At the orientation session in January, comparison group participants were instructed not to do any sort of special teaching or activity other than what they would normally teach as a part of language arts.

The non-public schools ended their school year before the public schools did, due to the lengthening of the school year in the public schools to make-up for time lost due to the teachers' strike. During the month of June, the experimental public schools in the project were implementing either Units III or IV, according to the division of units explained under Phase VI. The non-public schools also implemented either Units III or IV, but could only implement a part of the lessons for each unit due to limited time. Because the non-public schools could not fully implement these lessons and although non-public experimental and comparison schools did administer pre and post tests for these units, their results were not included as a part of the experimental-comparison group analysis, but were analyzed separately. The effect of eliminating the non-public school results for these two units was minimal for the experimental group, where even after eliminating four non-public classes there were still 23 experimental classrooms utilizing materials and included in the testing. The effect of eliminating the non-public classes from the comparison group was, however, much greater because there were only five comparison group schools to begin with, and one of the two non-public classes eliminated was a large fourth grade class. For this reason, the project staff recruited two additional public school classes to serve as part of the comparison group for the last two units of the writing kit. This ensured that the comparison group was of a size sufficient to make comparison with the experimental group.

Phase VIII - Writing Sessions

The six member writing team, as mentioned previously in Phase V, was composed of teachers who had participated in the 1978-79 pilot-testing year. This team's responsibility was to assist project staff in revising and finalizing the lessons in the kit based on teacher feedback concerning the lessons as well as comments or suggestions from the panel review (to be discussed as a part of Phase IX). The team met for a series of three cycles, with each cycle consisting of one session per week for five weeks, and each session lasting two and one half hours for a total of 12 1/2 hours for each cycle. The first of these cycles was from February 7, 1980 to March 6, 1980. The second cycle lasted from March 27, 1980 to May 5, 1980, and the third cycle lasted from May 22, 1980 to June 6, 1980. These cycles usually consisted of the project staff reviewing the feedback sheets experimental

teachers completed for each lesson they implemented with the writing team, as well as reviewing any recommendations the project staff had based on their observation of lesson implementation in the classroom. The project staff, assisted by the writing team, added 11 "new" lessons, based on evaluative feedback from the 1978-79 panel review team, and on the need to include topics outlined in the original proposal but not included in the 1978-79 materials. Additionally, two lessons from the 1978-79 kit were evaluated as being too long and were therefore divided into two additional lessons. The result of these additions was that the final writing kit as field-tested in the schools in the 1979-80 school year consisted of 49 lessons, as opposed to 36 lessons pilot-tested in the 1978-79 project year.

Phase IX - Final Lesson Review, Revision and Production

Following the implementation of all lessons in the classroom and the revision of the materials by the writing team and project staff, based on teacher feedback, the materials were readied for review by a panel of outside experts. In order to insure continuity in project review and to ascertain if the project had improved from the 1978-79 materials, the 1978-79 panel review members were recruited to participate in the 1979-80 panel review. Two of the three 1978-79 members were able to participate but Sister Mary Dolors Healey of Ursuline College was not available due to illness. A new third member, Mrs. Mary Lou Conlon, Assoicate Professor and Director of Advanced Institutional Development Program, Cuyahoga Community College was recruited by the project staff and served on the panel review team. The lesson materials for each of the four units were reviewed and rated by one team member. Unit II - Writing Fundamentals was reviewed by two team members because it is considered by the project staff to be the most basic unit in the kit. A composite of the two ratings was then analyzed. Team members rated all project materials, using a curriculum material review instrument, between July 11, 1980 and July 18, 1980. The results of this review will be discussed as a part of Supplementary Findings for the 1979-80 project year.

Following the panel review of project materials, three of the writing team members met on July 24 and July 25, 1980, and the entire six member writing team met for five days between July 28 and August 1, 1980. The project staff, with assistance from the writing team, revised lessons based on improvements suggested by the panel review team and any other field testing data that had not as yet been incorporated. Additionally, the staff also reviewed the pre-post tests and revised them according to data obtained from the field testing.

The CCC met for the last time on July 17, 1980 to discuss methods for disseminating project results to the community.

After all project materials were reviewed and finalized,

the project staff contacted the Cleveland Public Schools Business Department and procedures for obtaining bids for the cost of duplicating the contents of the writing kit including the resource guide, and ditto masters, were completed. As a result of the bidding process, two different Cleveland firms have received contracts and the projected date for the completion of all duplication is December 5, 1980.

Budget Analysis

Total Federal Support under ESEA Title IV-C	$231,350
Total Federal Support other than ESEA Title IV-C	- 0 -
Total Non-Federal Support	- 0 -
Total Project Cost	$231,350

E. Project Outcomes

The project outcomes will be presented by year according to performance objectives. The discussion of each objective will be organized around the activities completed to attain the objective, if not already discussed in Section D. Program Description, the methods used to collect data concerning attainment of the objective and the results of analysis of the data in terms of how well the objective was achieved.

Year 1: 1978-79 - Development and Pilot-Testing

Performance Objective 2-1

> Project teacher participants will demonstrate improved knowledge ($p \leq .05$) of writing and spelling skill instructional techniques, as evidenced by a comparison of pre and post scores on a locally constructed test instrument. Pre-testing will occur prior to October 27, 1978 and post-testing by May 26, 1979. The project evaluator, in collaboration with the project's coordinating staff, will assume responsibility for developing and administering the test. The project evaluator will tabulate pre and post tests results to determine performance objective attainment.

Activities

A series of inservice sessions were presented by project staff for teacher cadre members so that the cadre could acquire the basic knowledge of writing skills necessary for development of lesson outlines. As indicated in the original proposal, these sessions were organized by cycles. The four cycles covered during the inservice included: Cycle I - Orientation; Cycle II - Writing Fundamentals; Cycle III - Functional Writing; Cycle IV - Creative Writing. A specific outline of the topics covered during each session, by cycle, as well as the number of teachers attending each session is contained in Appendix J. The average attendance at these sessions was 14 teachers.

Participants rated the effectiveness of each cycle and a summary of these ratings is also contained in Appendix J. As the summaries indicate, participants were extremely satisfied with the inservice sessions and rated them as very effective. For example, in Cycle I (Orientation Session), 93 per cent of the respondents felt that the sessions presented adequate background information for developing the instructional kit, while 73 per cent felt that the sessions established procedures that they would need to know in order to carry out their role in the project. In Cycle II (Writing Fundamentals), 100 per cent of the respondents thought that the sessions provided them with helpful resource materials for developing lesson outlines, while 86 per cent felt that the sessions allowed sufficient time to develop suggested lesson outlines for the writers to use in writing the unit. At the end of Cycle IV,

participants were asked to rate the overall inservice program from "excellent" to "poor". Approximately 67 per cent of respondents rated the program as "excellent" while 33 per cent rated it as "good".

Methods and Results

A 35 item teacher test covering material presented during the inservice was developed by the project staff and the evaluator. A copy of this test and the specification chart used in its development is contained in Appendix K. Pre-testing occurred at the beginning of the first teacher cadre inservice on November 14, 1978. Teachers were asked to use the last four digits of their social security number as identification for matching pre and post test results. The post-test was administered at the last teacher cadre inservice session on May 22, 1979.

A total of 14 teacher cadre members completed both pre and post testing. Three of these 14 participants were not at the first inservice session and were therefore pre-tested at a later date. For this reason, data were analyzed for the total group of 14 participants, as well as for the group of only 11 teachers who took the pre-test at the first inservice session. Data for both of these groups are presented in Table 1.

Table 1

Pre-Post Analysis of Teacher
Test of Knowledge of Writing Skills

N = 14, d.f. = 13 Pre $\bar{X}$ = 17.36 Post $\bar{X}$ = 22.57 S.D. = 5.3086 t = 3.67517*	N = 11, d.f. = 10 Pre $\bar{X}$ = 17.14 Post $\bar{X}$ = 23.36 S.D. = 5.4545 t = 3.287979*
*p ≤.01	*p ≤.01

An examination of this table reveals that the deletion of the three teachers had no real effect on the significance of the difference between pre and post scores of participants. For both groups, the difference between pre and post scores was significant at the .01 level, indicating that exposure to the inservice materials and the teaching of the pilot-testing material significantly increased participants' knowledge of writing and spelling skill instructional techniques. The test statistics are presented in Table 2.

Table 2

Test Statistics, Teacher Post-Test

No. of Items	Standard Deviation	Standard Error of Mean	Reliability*
35	5.571	1.489	.851

*Kuder Richardson Formula 20

Based on analysis of test results, Performance Objective 2-1 is considered attained.

Performance Objective 2-2

> Between the months of December 1, 1978 and May 31, 1979, selected teacher project participants will exhibit at least a 70 per cent degree of implementation of the pilot-tested lessons. This will be demonstrated by a composite rating of their degree of implementation from at least three observations made by the project's coordinating staff at each participant's school. These ratings will be made on a ten point Likert-type scale to be developed locally. Ratings will be completed by May 31, 1979. The project evaluator will tabulate observation results to determine performance objective attainment.

Activities

The 16 teacher cadre members implemented all project lessons and materials in their classrooms between January 17, 1979 and June 20, 1979. A list of the 36 lessons that were pilot-tested this first project year, grouped according to unit, is contained in Appendix L.

Methods and Results

An observation instrument utilizing a Likert-type scale was developed by the evaluator in consultation with the project staff, and can be found in Appendix M. The instrument was used by the project staff to observe teachers implementing lessons and was designed not only to gather data concerning degree of implementation, but also to gather information that would be helpful to project staff in identifying problem areas within the lessons.

Because both the project coordinator and assistant coordinator used the observation instrument, it was necessary to establish inter-rater agreement by having both staff members simultaneously observe teachers (N = 2) and rate these observations independently, using the observation instrument. The ratings for both of these observations were then analyzed for inter-rater agreement using binomial expansion, and were found to be significant at the .001 level. This instrument was then used for all lesson implementation observations throughout the pilot-testing year.

Every teacher cadre member (N = 16) was observed at least once during the pilot-testing of Unit I, Writing Fundamentals and Unit II, Functional Writing. All public school teacher cadre members (N = 12) were observed once during the pilot-testing for Unit III, Creative Writing; however, the four non-public school participants were completing their school year when the pilot-testing for this unit was being implemented, and therefore could not participate in the pilot-testing of this

unit, and consequently were not observed. A complete list of all observation dates for all units is included in Appendix N.

The observation instrument was designed so that the first eight items dealt strictly with the physical act of implementing the lesson, and the remaining eight items dealt with observable qualities and/or problems with the lesson. Degree of implementation was therefore analyzed by examining the total score of each observation as well as the score for only the first eight items.

Analysis was based upon a comparison of the highest possible score, which would be obtained if a score of 5 was given by the observer for each item, with the actual score the observation received. For example, to attain a 100 per cent degree of implementation a total score of 80 (16 items x rating of 5) would have to be obtained on a given observation. If an observation did in fact receive a total score of 65, the degree of implementation for that observation would be 81 per cent (65/80). To ascertain the degree of implementation for the entire project, the highest possible score for each observation must be added together and compared with the total of the actual scores for each observation added together. Table 3 presents the results of these comparisons for the total score of observations, as well as for items one through eight only. The data are presented for observations by unit of instruction and for all units combined.

Table 3

Summary of Observations
and Degree of Implementation

	Unit I	Unit II	Unit III	Total
Number of Observations	16	16	12	44
Highest Possible Total Score	1,265	1,265	960	3,490
Actual Total Score	973	986	740	2,699
% Degree of Implementation (Total)	77%	78%	77%	77%
Highest Possible Score, Items 1-8 only	630	630	480	1,740
Actual Score, Items 1-8 only	487	516	367	1,370
% Degree of Implementation (1-8)	77%	82%	76%	79%

These data reveal that the degree of implementation of the lessons pilot-tested in the classroom, by unit and for the total, exceeded the criterion of 70 per cent as stated in the objective. Performance Objective 2-2 is considered attained.

As additional evidence of implementation of lessons in the classrooms, the project management collected the feedback sheets which each teacher completed for every lesson they pilot-tested. Also, they collected the completed student activity sheets which were included as a part of every lesson. Not only did this offer proof of implementation of lessons, but also provided the project staff an on-going evaluation of how effective the lessons were when implemented.

Performance Objective 2-3

> Students of selected project participants will evidence improved knowledge ($p \leq .05$) of writing and spelling skills as a result of exposure to the pilot-tested materials. This will be demonstrated on each of three locally developed testing instruments. Pilot-testing will be scheduled between the months of December 1, 1978 and May 31, 1979. Pre/post testing will occur prior to and immediately following the pilot implementation of each units materials. The project's writing team, in consultation with the project evaluator, will assume responsibility for designing the test instruments. The project evaluator will compare student pre and post test results to determine performance objective attainments.

Activities

Teacher cadre members implemented all project materials in their classrooms, as discussed under Activities for Performance Objective 2-2.

Methods and Results

A separate multiple-choice knowledge test was constructed for each of the three units.

As previously mentioned, the employee strike delayed the opening of school during the first project year until October 16, 1978 and extended the regular school year to June 30, 1979. This delay in the opening of school also postponed the beginning of inservice and writing sessions. Because of this loss of approximately five weeks in development time, it was impossible to separate the phases of development and implementation for each of the three units and still complete the implementation process by June 30th. For this reason, the pre-test for Units I and II had to be administered in portions. As lessons were developed, the portion of the pre-test pertaining to those lessons was constructed and administered before the lessons were implemented in the classroom. While these lessons were being implemented, pre-test items for the next section of the unit were developed as the next portion of that unit's lessons were refined and readied for pilot-testing. In all cases, although the pre-tests were administered in "pieces", students were tested before the related material was covered in the class. The post-test,

consisting of pre-test items randomly re-assigned, was administered as a single test. The pre-test for Unit III was administered as a single test. A copy of the post-test for each of the three units is included in Appendix O.

The schedule for the pre-post testing, by unit, was as follows:

Unit I - Pre-test 1 - Jan. 17 - Jan. 22
Unit I - Pre-test 2 - Feb. 16 - Feb. 23
Unit I - Pre-test 3 - March 23 - March 30
Unit I - Post-test - March 23 - April 16

Unit II - Pre-test 1 - April 11 - April 18
Unit II - Pre-test 2 - May 4 - May 18
Unit II - Post-test - May 11 - May 25

Unit III - Pre-test - May 25 - June 1
Unit III - Post-test - June 14 - June 20

Because the total number of participants as outlined in the proposal could not be recruited, the test results of students in classes of all 16 teacher cadre participants were utilized as the basis for pre-post comparisons, instead of the "selected participants" as outlined in the objective. This insured an adequate student sample for evaluation purposes. For the Unit III testing, non-public students were not included because their school year ended before the Unit III materials could be pilot-tested in their classes.

The content validity for items included on the three unit tests was verified by the project management. Their conclusion was based partly upon the fact that items were routinely constructed as a part of each lesson's development, and were therefore related to the material covered in those lessons. Additionally, the panel review team was asked to verify the content validity of items representing the lessons they reviewed. Additional test statistics will be reported by unit.

Pre-post test results will be discussed by unit.

Unit I

The analysis of pre-post data for Unit I is presented by grade level in Table 4.

Table 4

Summary of Pre-Post Test Results, Unit I

	Grade 4	Grade 5	Total
N	124	300	424
Pre $\bar{X}$	17.0	18.8	18.3
Post $\bar{X}$	18.8	21.3	20.6
SD $\bar{X}$	.7613	.4831	.4135
t	2.3775*	5.3612*	5.7074*
	*p $\leq$.05	*p $\leq$.001	*p $\leq$.001

As these data reveal, there was a significant difference between pre and post test scores for both fourth and fifth graders taking the test. Although slightly less significant at the fourth grade level, this difference still met the objective criterion of $p \leq .05$.

The test statistics for this test are presented in Table 5.

Table 5

Test Statistics, Unit I - Post-Test

No. of Items	Standard Deviation	Standard Error of Mean	Reliability*
30	6.369	.309	.879

*Kuder Richardson Formula 20

These data indicate that the test provided a reliable measure of knowledge of student writing and spelling skills. Based upon individual item statistics, items within the Unit I test were revised for use in the field-testing year.

Unit II

The analysis of pre-post data for Unit II is presented by grade level in Table 6.

Table 6

Summary of Pre-Post Results, Unit II

	Grade 4	Grade 5	Total
N	102	282	384
Pre $\bar{X}$	13.79	17.78	16.72
Post $\bar{X}$	16.15	19.87	18.88
SD $\bar{X}$	.8231	.5469	.4733
t	2.8672*	3.8215*	4.5637*
	*p ≤.01	*p ≤.001	*p ≤.001

As these data reveal, there was a significant difference between pre and post-test scores for both fourth and fifth graders taking the test and that this difference more than met the stated criterion of $p \leq .05$.

The test statistics for the Unit II test are presented in Table 7.

Table 7

Test Statistics, Unit II - Post-Test

No. of Items	Standard Deviation	Standard Error of Mean	Reliability*
35	6.890	.352	.857

*Kuder Richardson Formula 20

These data indicate that the test provided a reliable measure of student knowledge of writing and spelling skills for Unit II, Functional Writing.

Unit III

The analysis of pre-post data for Unit III is presented by grade level in Table 8.

Table 8

Summary of Pre-Post Results, Unit III

	Grade 4	Grade 5	Total
N	73	233	306
Pre $\overline{X}$	6.86	9.28	8.70
Post $\overline{X}$	9.10	10.92	10.48
SD $\overline{X}$	.4840	.3682	.3119
t	4.6281*	4.4541*	5.7070*
	*p ≤.001	*p ≤.001	*p ≤.001

These data indicate that there was a significant difference between pre and post-test scores for both fourth and fifth graders taking the test. This difference was highly significant ($p \leq .001$) for both grade levels and more than adequately meets the stated criterion of $p \leq .05$.

The test statistics for the Unit III test are presented in Table 9.

Table 9

Test Statistics, Unit III - Post-Test

No. of Items	Standard Deviation	Standard Error of Mean	Reliability*
24	4.118	.235	.700

*Kuder Richardson Formula 20

These data indicate that the Unit III test provided a reliable measure of student knowledge of writing and spelling skills for Unit III Creative Writing. Although the reliability coefficient for this test is not as high as the coefficients for Unit I and II, the reliability coefficient is still high enough to warrant the assumption of reliability. Based upon individual item statistics, items within the Unit III test were revised for use in the field testing year.

Based upon the pre-post test results for all three units, Performance Objective 2-3 is considered attained.

Performance Objective 2-4

During June of 1979, a product review panel will indicate at least a 3.0 mean rating, based on a one to five rating scale for each category represented on a locally constructed assessment questionnaire. The rating instrument will be designed to assess the lessons developed by program staff according to such categories as clarity, usability and effectiveness. Members of the review panel will be composed of individuals not affiliated with the project based upon appointments made by Cleveland's supervisor of Reading Language Arts. The project's coordinating staff, in collaboration with the project evaluator, will assume responsibility for developing the assessment instrument. The project evaluator will tabulate assessment ratings to determine performance objective attainment.

Activities

As discussed under Section D. Program Description, Phase IV, p. 13, a three member team composed of representatives from outside the Cleveland Public School system reviewed and rated all project materials pilot-tested during the first project year. This review was accomplished through the use of a curriculum evaluation instrument developed by the evaluator in consultation with the project staff. The actual review of materials by the team was conducted from June 25, 1979 to June 30, 1979.

Methods and Results

The curriculum material evaluation instrument is contained in Appendix P. As indicated in the objective, this instrument was designed to obtain reactions concerning three different categories--clarity, usability and effectiveness. The assessment of specific items within each category was based upon a five point scale, with five indicating the highest or most favorable rating and one indicating the lowest or least favorable rating. This instrument was completed for every lesson in the kit. Each member was also asked to make comments concerning the entire set of 36 lessons, using the reaction summary sheet also contained in Appendix P.

Two of the three panel review members met with project staff and the evaluator on June 25, 1979 to review procedures and establish inter-rater agreement to insure consistency in ratings. The third member was unable to attend for personal reasons and could not participate in inter-rater agreement procedures. This member received the materials in the mail and spoke with project staff via telephone concerning rating procedures.

To establish inter-rater agreement, review members were asked to independently rate a sample lesson using the curriculum evaluation

form. These ratings were then compared and analyzed to establish inter-rater agreement. The Kendal rank correlation coefficient was computed for these data and was found to be significant ($p = .042$), thereby establishing inter-rater agreement. The instrument was then used for all subsequent lesson ratings.

A summary of the mean of panel review team ratings for each of the three units according to the three major categories of clarity, effectiveness and usability is presented in Table 10.

Table 10

Mean of Panel Review Team Ratings, by Unit

	Category		
Unit	Clarity	Effectiveness	Usability
I	4.42	4.46	4.76
II	4.73	4.82	4.80
III	4.54	4.61	4.69
TOTAL	4.52	4.57	4.75

These data indicate that for all categories and units, the mean average rating of materials developed through the project was over 4.0, which more than meets the criterion of 3.0 as stated in the objective.

Reviewers also offered constructive criticism which was used by the project management and writing team during the two week period beginning Monday, July 9, 1979 to revise materials for the second year of field-testing.

Two of the reviewers commented upon the multiple-choice tests. One reviewer cautioned the project management not to make judgements regarding individual students' abilities based upon the results of the test, as there is only approximately one item per lesson in each unit's tests. The same reviewer believed that the test was adequate as a means for program evaluation. The other reviewer commented that the multiple choice test cannot test the mastery of practical writing skills as well as actual writing and that the post-test should therefore be supplemented with at least one test in which the student writes a well-organized composition or paragraph.

Team review comments were generally very positive concerning the materials developed, as reflected by the comments below:

> "The materials and tests contained in this package were very impressive. It is clear that a great deal of careful thought and work has gone into the production of these materials. I believe that these are great contributions to the field of writing and that the materials constitute a pioneering effort in writing in the

elementary grades. I look forward to seeing these materials expanded to include lower grades as well as the rest of the upper elementary and junior high levels."

On the basis of all data collected from panel review team members, Performance Objective 2-4 is considered attained.

Performance Objective 2-5

Sixty per cent of a random sample of grades 4-5 pupils in project schools will demonstrate an increase in language expression subtest score by one stanine, from April, 1978 to April, 1979 based on performance on city-wide administered standardized tests of language skills.

Activities

Teacher cadre members implemented all project materials in their classrooms, as discussed under Activities for Performance Objective 2-2.

Methods and Results

A random sample of a total of 50 students was selected from the pre-post testing student population. The 1978 language expression subtest score of the Comprehensive Tests of Basic Skills for these 50 students was obtained and compared with their 1979 language expression subtest score. The results of these comparisons are presented in the next section.

The scores obtained from the language expression subtest for 1978 and 1979 were expressed in stanines. Of the 50 students selected, 26 or 52 per cent showed an increase of at least one stanine, while 10 students showed a decrease from 1978 to 1979. Fourteen students remained the same from 1978 to 1979; however, five of these students were already at the seventh stanine or above before being exposed to the program. The average for all scores obtained was +.60 stainine, indicating an overall gain in language expression for this group.

These data indicate that although the students as a group did show a gain of more than half of a stanine from 1978 to 1979, only 52 per cent actually showed an increase of at least one stanine. For this reason, Performance Objective 2-5 can be considered partially attained.

Summary of Project Outcomes for Year 1

The following observations can be made concerning the outcomes of the first year of project activities.

1. The project staff, with the assistance of the teacher cadre and the writing team, developed

36 lessons and accompanying tests designed to upgrade writing abilities of fourth and fifth grade students and divided into three major units or topics.

2. The 36 lessons were pilot-tested in teacher cadre classrooms as evidenced by the 79% degree of implementation observed by project staff.

3. Based on an analysis of the results of the administration of pre-post multiple-choice tests for each of the three units, there was a significant gain ($p \leq .05$) of fourth and fifth graders' knowledge of writing and spelling skills as a result of exposure to the pilot-tested materials.

4. The project materials were rated by a team of outside reviewers and, based on a scale of one (negative) to five (positive), received ratings of over 4.50 in terms of clarity, effectiveness and usability.

Year 2: 1979-80 - Field-Testing and Finalization

It should be noted, as described more completely under Section D. Program Description, that project lessons had been expanded from 36 lessons covering three units the first year to 49 lessons covering four units this second year, based on teacher feedback and panel review results from the first year. These 49 lessons comprised the materials implemented during the field-testing year.

Performance Objective 2-1

Between the months of February 4, 1980 and June 27, 1980, selected experimental teacher participants will exhibit at least 80 per cent (80%) implementation of field-test materials. This will be demonstrated by a composite rating of their degree of implementation from at least three observations made by the project's coordinating staff of experimental teacher participants. These ratings will be made on a locally developed Likert-type scale. The project evaluator will tabulate observation results to determine performance objective attainment.

Activities

As discussed in Section D. Program Description, Phase VI, 27 experimental teachers in 14 schools implemented the lessons, by unit, in their fourth and fifth grade classrooms.

Methods and Results

Project staff observed each teacher implementing lessons at least once during the field-testing of each of the units. Because field-testing of Units III and IV was split between the experimental teachers so that each teacher field-tested material from only one of the two units, each teacher was observed a total of three times during the year by project staff. These observations were conducted utilizing a slightly revised version of the Likert-type observation instrument used during the first project year. A copy of this instrument, as well as a list of the schedule of all teacher observations are contained in Appendix Q. The observations began on February 25, 1980 and were completed by June 24, 1980.

Because both the project coordinator and the assistant coordinator observed teachers, it was necessary to establish inter-rater agreement prior to the actual use of the instrument. To accomplish this, project staff simultaneously observed two members of the writing team implementing the same lesson and then independently rated their observations using the instrument. Defining agreement as raters assigning the exact same value or adjacent values for each item on the instrument, there was 100 per cent agreement between the two raters. To verify this agreement, the staff once again observed two different writing team teachers teaching the same lessons and then independently rated them. Once again, using the same definition for agreement, there was 100 per cent agreement between the raters. This instrument was then used by project staff in observing teachers implementing lessons.

As in the pilot-testing year, the observation instrument was designed so that the first eight items dealt strictly with the physical act of implementing the lesson, and the remaining eight items dealt with observable qualities and/or problems with the lesson. Degree of implementation was therefore analyzed by examining the total score of each observation as well as the score for only the first eight items.

Analysis was based upon a comparison of the highest possible score, obtained if a score of 5 was given by the observer for each item, with the actual score the observation received. For example, to attain a 100 per cent degree of implementation a total score of 80 (16 items x rating of 5) would have to be obtained on a given observation. If an observation did in fact receive a total score of 65, the degree of implementation for that observation would be 81 per cent (65/80). To ascertain the degree of implementation for the entire project, the highest possible score for each observation must be added together and compared with the total of the actual scores for each observation added together. Table 11 presents the results of these comparisons for the total score of observations, as well as for items one through eight only. The data are presented for observations by unit of instruction, and for all units combined.

Table 11

Summary of Observations
and Degree of Implementation
1979-80

	Unit I	Unit II	Unit III	Unit IV	Total
Number of Observations	28	27	12	15	82
Highest Possible Total Score	2,235	2,150	960	1,195	6,540
Actual Total Score	1,877	1,770	763	991	5,401
% Degree of Implementation (Total)	84%	82%	80%	83%	83%
Highest Possible Score, #1-8 Only	1,115	1,070	480	600	3,265
Actual Score, #1-8 Only	972	906	394	523	2,795
% Degree of Implementation (1-8)	87%	85%	82%	87%	86%

These data indicate that the degree of implementation of the lessons field-tested in the classroom, by unit and for the total, met the criterion of 80 per cent degree of implementation as stated in the objective. This observation holds true for both the total scores for each unit and for the score for items one through eight only for each unit. In fact, the degree of implementation for totals and items one through eight only exceeded 80 per cent for all units except Unit III, where the total degree of implementation exactly met the criterion.

Based on these data, Performance Objective 2-1 is considered attained.

Performance Objective 2-2

> Experimental student participants will show significantly higher ($p \leq .05$) pre-post gains than comparison student participants on each of the three locally developed unit tests. Each unit test will be administered before and after the lessons for that unit are taught in the experimental schools, and on corresponding dates in comparison schools. The project evaluator, in collaboration with the project coordinator, will assume responsibility for directing the administration of all three unit pre-post tests in experimental and comparison schools. The project evaluator will analyze experimental and comparison group pre-post test results to determine performance objective attainment.

Activities

As discussed in Section D. Program Description, Phase VI, 27 experimental teachers in 14 schools implemented the lessons, by unit, in their classrooms. All experimental teachers implemented Units I and II, while the experimental group was divided to implement either Unit III or Unit IV. As described under Phase VII, a comparison group composed of 10 teachers from five schools administered pre-post tests to students in their classes for each of the four units, but did not utilize any of the special project materials.

Methods and Results

Pre-post objective tests administered during the 1978-79 pilot-testing year were revised for use in the field-testing year. These revisions were based on: (1) the need to structure tests for four units instead of three, (2) the suggestions provided by the 1978-79 panel review of project materials and, (3) individual item statistics obtained through the administration of tests in the pilot-testing year. A copy of each of the four units' objective type pre-tests is included in Appendix R. Post-tests consisted of the same items included on the pre-tests, but randomly reassigned.

The content validity for items included on the four unit tests was verified by the project management. This verification was based partly on the fact that items were routinely constructed as a part of each lesson's initial development and were therefore related to the material covered in those lessons. Also, test items were revised if the content of the lesson was revised. Additionally, the 1979-80 panel review team was asked to verify the content validity of items representing lessons they reviewed. Their findings will be presented as a part of supplementary findings for the 1979-80 project year.

In addition to multiple-choice tests for each unit, an actual composition was also requested of experimental and comparison group students on a pre-post basis for Unit III - Functional Writing and Unit IV - Creative Writing. The Unit III composition involved students writing a letter to a friend, while the Unit IV composition asked students to write a story about something that had happened to them, either real or fictitious. A copy of the forms used by students in writing these compositions is included in Appendix R.

A random sample from all experimental and comparison group compositions written was selected for both units. After an initial training session, these compositions were then rated independently, using the holistic approach to grading writing composition, by two evaluators from the Division of Research and Development and the project coordinator. The three ratings for each paper were then combined to form a single score for each paper, pre-post papers for each student were matched, and data were analyzed. The results of this analysis will be presented along with the results of objective tests. An analysis of covariance was used to test the significance of the difference between the two groups on the post-test after controlling for the variable of the difference on the pre-test.

The analysis of all test results is presented by unit.

Unit I

Complete statistical information for the analysis of covariance of the Unit I - Reference Resources pre-post multiple-choice test is included in Tables 1-2 of Appendix S. The following, Table 12, highlights the findings of the analysis of covariance for grades four and five on the Unit I test.

Table 12

Results of Pre-Post Testing for Grades 4 and 5,
Unit I - Reference Resources
Experimental vs. Comparison

	Grade 4			Grade 5		
	Exp.	Comp.	F	Exp.	Comp.	F
N	255	71	35.43*	409	188	44.12*
Pre $\bar{X}$	11.17	13.73		12.21	11.89	
Unadjusted Post $\bar{X}$	14.28	13.86		14.57	12.31	
Adjusted Post $\bar{X}$	14.74	12.20		14.50	12.46	

*$p \leq .01$

These date indicate that the experimental group scored significantly higher on the post-test than the comparison group ($p \leq .01$), using the pre-test score as a covariate.

The test statistics for the Unit I test are presented in Table 13.

Table 13

Test Statistics, Unit I - Post-Test

No. of Items	Standard Deviation	Standard Error of Mean	Reliability*
25	4.704	.155	.799

*Kuder Richardson Formula 20

These data indicate that the test for Unit I provided a reliable measure of students' knowledge of reference resources.

Unit II

Complete statistical information for the analysis of covariance of the Unit II - Writing Fundamentals pre-post multiple-choice test is included in Tables 3-4 of Appendix S.

Table 14 below highlights the findings of this analysis of covariance for grades four and five on the Unit II test.

Table 14

Results of Pre-Post Testing for Grades 4 and 5,
Unit II - Writing Fundamentals:
Experimental vs. Comparison

	Grade 4			Grade 5		
	Exp.	Comp.	F	Exp.	Comp.	F
N	409	188	31.49*	252	69	23.37*
Pre $\bar{X}$	12.21	11.89		20.30	27.04	
Unadjusted Post $\bar{X}$	14.57	12.31		25.28	27.66	
Adjusted Post $\bar{X}$	14.50	12.46		26.82	22.04	

*$p \leq .01$

These data indicate that the experimental group scored significantly higher on the post-test than the comparison group ($p \leq .01$), using the pre-test score as a covariate.

The test statistics for the Unit II test are presented in Table 15.

Table 15

Test Statistics, Unit II - Post-Test

No. of Items	Standard Deviation	Standard Error of Mean	Reliability*
44	9.098	.297	.901

*Kuder Richardson Formula 20

These statistics reveal that the Unit II test provided a reliable measure of students' knowledge of writing fundamentals.

Unit III

Complete statistical information for the analysis of covariance of the Unit III - Functional Writing pre-post multiple-choice test is included in Tables 5-6 of Appendix S.

Table 16 below highlights the findings of this analysis of covariance for grades four and five.

Table 16

Results of Pre-Post Testing for Grades 4 and 5, Unit III - Functional Writing: Experimental vs. Comparison

	Grade 4			Grade 5		
	Exp.	Comp.	F	Exp.	Comp.	F
N	90	35	26.36*	116	124	10.70*
Pre $\bar{X}$	17.34	21.71		20.15	16.08	
Unadjusted Post $\bar{X}$	20.43	17.28		23.03	16.97	
Adjusted Post $\bar{X}$	21.31	15.02		21.24	18.65	

*$p \leq .01$

These data indicate that the experimental group scored significantly higher on the post-test than the comparison group ($p \leq .01$), using the pre-test score as a covariate.

The test statistics for this multiple-choice test are presented in Table 17.

Table 17

Test Statistics, Unit III - Post-Test

No. of Items	Standard Deviation	Standard Error of Mean	Reliability*
50	7.628	.399	.825

*Kuder Richardson Formula 20

As previously described in the first part of this Methods and Results section, in addition to completing the multiple-choice unit tests, students also submitted a sample of their writing by composing a letter

on a pre-post basis. An analysis of covariance was also performed using the pre-post composite ratings for the sample of students. Table 7 in Appendix S presents the complete statistical information for this analysis, while Table 18 below highlights the results of this analysis.

Table 18

Results of Pre-Post Writing Samples (Letter Composition), Unit III: Experimental vs. Comparison

	Exp.	Comp.	F
N	35	30	3.92
Pre $\overline{X}$	7.23	7.00	
Unadjusted Post $\overline{X}$	9.05	8.03	
Adjusted Post $\overline{X}$	8.99	8.10	

These data reveal that there was no significant difference between the experimental and comparison groups' post-test writing sample scores after these scores were adjusted on the basis of pre-test scores.

Unit IV

Complete statistical information for the analysis of covariance of the Unit IV - Creative Writing pre-post multiple-choice test is included in Tables 8-9 of Appendix S.

Table 19 highlights the findings of this analysis of covariance for grades four and five.

Table 19

Results of Pre-Post Testing for Grades 4 and 5, Unit IV - Creative Writing: Experimental vs. Comparison

	Grade 4			Grade 5		
	Exp.	Comp.	F	Exp.	Comp.	F
N	91	35	43.76*	194	127	136.65*
Pre $\overline{X}$	13.40	14.17		15.13	12.79	
Unadjusted Post $\overline{X}$	22.58	12.40		23.52	12.83	
Adjusted Post $\overline{X}$	22.74	11.98		22.74	14.02	

*$p \leq .01$

These data indicate that the experimental group scored significantly higher on the post-test than the comparison group ($p \leq .01$), using the pre-test score as a covariate.

The test statistics for the Unit IV test are presented in Table 20.

Table 20

Test Statistics, Unit IV - Post-Test

No. of Items	Standard Deviation	Standard Error of Mean	Reliability*
41	9.332	.441	.911

*Kuder Richardson Formula 20

These data reveal that the test for Unit IV provided a reliable measure of students' knowledge of creative writing.

As previously described in the first part of this Methods and Results section, in addition to completing the multiple-choice unit tests, students also submitted a sample of their writing by composing creative paragraphs on a pre-post basis. An analysis of covariance was also performed using the pre-post composite ratings for the sample of students. Table 10 in Appendix S presents the complete statistical information for this analysis, while Table 21 below highlights the results of this analysis.

Table 21

Results of Pre-Post Writing Sample (Creative Paragraphs)
Unit IV: Experimental vs. Comparison

	Exp.	Comp.	F
N	43	28	16.44*
Pre $\bar{X}$	6.41	5.68	
Unadjusted Post $\bar{X}$	8.42	6.36	
Adjusted Post $\bar{X}$	8.26	6.61	

*$p \leq .01$

These data reveal that the experimental group scored significantly higher than the comparison group on their post writing sample, using the pre-test score as a covariate.

In summary, for all four of the units of instruction, experimental students scored significantly higher than comparison students on locally constructed multiple-choice tests, using the pre-test as a covariate. The level of significance of these differences for all four tests ($p \leq .01$) was greater than the criterion of $p \leq .05$ stated in the objective.

Although the difference between experimental and comparison group scores was not significant for the Unit III writing sample (Letter Composition), this writing sample was not a requirement of the objective but was added to the data collection design on the basis of the 1978-79 panel review suggestions. On the Unit IV writing sample (Creative Paragraph), the experimental group did score significantly higher than the comparison group ($p \leq .01$).

Performance Objective 2-2 is considered attained.

Performance Objective 2-3

> Sixty per cent (60%) of a random sample of grades 4 and 5 pupils in project schools will demonstrate an increase in language expression subtest score by one (1) stanine, from April, 1979 to April, 1980 based on performance on city-wide administered standardized tests of language skill. A random sample of comparison group students will also be selected, and their results will be compared with the experimental group.

Activities

As discussed in Section D. Program Description, Phase VI, 27 experimental teachers in 14 schools implemented the writing kit lessons, by unit, in their classrooms. All experimental teachers implemented Units I and II; due to time constraints previously explained, the experimental group was divided so that a teacher implemented either Unit III or Unit IV, but not both units. (The reader may refer once again to Appendix I for a list of this division in Unit implementation, by teacher.) By dividing the experimental group for the purposes of implementing these last two units, all students in the experimental classes completed these full instructional units, but no experimental student participated in all four instructional units.

Methods and Results

When Performance Objective 2-3 was originally included in the continuation proposal, it was planned that all experimental students would participate in the implementation of all four instructional units

contained in the writing kit. The intent of the objective was not that a student be expected to gain one stanine on language expression tests after participating in the implementation of only three of the four units. As explained in the preceeding section, experimental students did in fact receive instruction in only three of the four units. Because of this constraint, it could be expected that Performance Objective 2-3 would not be attained.

Data for this objective were collected by systematically selecting students from experimental schools, obtaining their Spring, 1979 language expression subtest score on the Comprehensive Test of Basic Skills, and comparing this score with their Spring, 1980 score on this same subtest. The same type of data were obtained for a small systematic sample of 52 experimental group and 22 comparison group students. Of the 52 experimental group students, 23 or 44 per cent of the students actually improved one or more stanines from Spring of 1979 to Spring of 1980, while 13 students or 25 per cent showed a decrease and 16 students or 31 per cent remained unchanged. Of the 22 comparison group students, 6 students or 28 per cent increased one or more stanines from Spring of 1979 to Spring of 1980, while 7 students or 32 per cent showed a decrease and 9 students or 39 per cent remained unchanged.

Although only 44 per cent of the sample of experimental students increased one or more stanines from Spring, 1979 to Spring, 1980 as opposed to the objective criterion of 60 per cent showing an increase, the percentage of experimental group students showing an increase was greater than 33 per cent of comparison group students showing an increase. For this reason and in view of the implementation problems cited previously, Performance Objective 2-3 is considered partially attained.

Supplementary Findings for Year 2

1. Under state direction, non-public experimental and comparison group students did participate in the pre and post testing for Units III and IV but their results were not included for purposes of determining the effectiveness of these units under Performance Objective 2-2. The state permitted the separate analysis of these data because non-public schools were dismissed in June and were therefore unable to completely implement Units III and IV.

Complete statistical information concerning the analysis of covariance for non-public test results is included in Tables 1 and 2 of Appendix T. Table 22 highlights the results of this analysis.

Table 22

Results of Pre-Post Testing of Non-Public Participants for Units III and IV: Experimental vs. Comparison

	Unit III			Unit IV		
	Exp.	Comp.	F	Exp.	Comp.	F
N	88	57	.14	54	51	110.26*
Pre $\bar{X}$	21.72	33.19		17.70	21.09	
Unadjusted Post $\bar{X}$	22.62	33.97		27.67	19.41	
Adjusted Post $\bar{X}$	26.91	27.34		29.38	17.61	

*$p \leq .01$

These data reveal that for Unit IV the non-public experimental group scored significantly higher than the comparison group on the post-test using the pre-test as a covariate, but that for Unit III there was no significant difference between the post-test scores of the two groups.

2. Although not a requirement of any performance objective for the second project year, a panel review committee examined all project materials field-tested during the second year. This activity was conducted in accordance with Facilitating Objective 1-5, stated below.

> During June, 1980, a product review panel will indicate at least 3.5 mean rating (3.0 indicating average), based on a one to five rating scale, for each category represented on a locally constructed assessment instrument. The rating instrument will be designed to assess the lessons revised by program staff according to such categories as clarity, usability and effectiveness. Members of the review panel will be composed of individuals not affiliated with the project and will be appointed by the Cleveland's supervisor of Reading Language Arts. The project's coordinating staff, in collaboration with the project evaluator, will assume responsibility for developing the assessment instrument. The project evaluator will tabulate assessment ratings to determine performance objective attainments.

The composition of the panel review team has already been discussed under D. Program Description, Phase IX. The lesson materials for each of the four units were reviewed and rated by at least one team member. Unit II - Writing Fundamentals was reviewed by two team members because it is considered by the project staff to be the most basic unit in the writing kit. A composite of the two ratings for this unit was then

analyzed. Although all team members were asked to review specific test items that related to the units they reviewed, one team member was asked to review all test items for content validity.

Team members used a revised version of the 1978-79 curriculum evaluation instrument, contained in Appendix U, to rate all project materials. This instrument was designed to obtain reactions concerning three different categories--clarity, usability and effectiveness. The assessment of specific items within each category was based upon a five point scale, with five indicating the lowest or least favorable rating. This instrument was completed for every lesson contained in the kit, and data were analyzed by unit. Each member was also asked to make comments concerning the entire set of 36 lessons, using the reaction summary sheet also contained in Appendix U.

To establish inter-rater agreement prior to the actual rating of lesson materials, the three panel review members independently rated the same sample lesson, and the degree of agreement between the three members on the 19 item instrument was analyzed. Agreement was defined as assigning the same or adjacent ratings on an item. Of the 19 items, there was agreement between the three raters on 16 items, or 84 per cent of the items. This percentage figure was judged as high enough to establish inter-rater agreement.

All writing kit materials were rated by the panel review team between July 11, 1980 and July 18, 1980. A summary of the mean of panel review team ratings for each of the four units according to the three major categories of clarity, effectiveness and usability is presented in Table 23. As previously stated, ratings were based on a five point scale, with one indicating the lowest or least favorable rating and five indicating the highest or most favorable rating.

Table 23

Mean of Panel Review Team Ratings, by Unit

Unit	Clarity	Effectiveness	Usability
I	4.70	4.90	4.99
II	4.49	4.67	4.61
III	4.73	4.96	4.86
IV	4.62	4.50	4.50
TOTAL	4.59	4.72	4.69

These data indicate that the criterion as stated in the facilitating objective of an average rating of at least 3.5 being assigned was exceeded for all units and all categories. In fact, the lowest average rating was 4.5, one full point above the stated criterion.

Panel review team members were also asked to make comments concerning the entire set of lessons they reviewed. Panel review members generally

agreed that there was a sequential development of skills within each of the units, and that the format of the lessons and activity sheets was appealing. Regarding the content validity of the items included in the pre-post tests, panel review members indicated that items were valid, with some reservations for some items. The items indicated as questionable by panel review members were subsequently reviewed by project staff and items were revised accordingly before inclusion in the finalized writing kit.

3. Experimental teachers who participated in the field-testing were asked to complete a reaction sheet concerning their judgement of the overall quality of the project and materials. A summary of the results of the administration of this instrument is contained in Appendix V.

An examination of this summary reveals that teacher response to the project was very positive. Specifically, of the 20 respondents, 100 per cent agreed or strongly agreed that their own knowledge of instructional techniques for teaching writing skills had increased, while 95 per cent agreed or strongly agreed that the lessons would be a valuable instructional resource for teachers in other school districts and that lesson plans generally provided them with enough information to teach the lessons. The only major concern indicated by teachers on this instrument was that the lessons may be too difficult for Cleveland's fourth grade students. For example, 20 per cent of the respondents indicated that they disagreed or strongly disagreed with the following statement, while 20 per cent were undecided:

> I think that the lessons should be included as a part of the language arts curriculum for fourth grade students in Cleveland.

The open-ended comments made by participants gave further evidence of this concern. Based on this input, project staff decided that the project would be implemented in Cleveland in only fifth grade classes during the 1980-81 school year. The writing kit, however, is appropriate for use in the intermediate grades including grades four, five and six.

Summary of Project Outcomes for Year 2

The following observations can be made concerning the outcomes of the second year of project activities.

1. The project staff revised the original 36 lessons, based on year 1 project pilot-testing results, and expanded them to include 49 lessons covering four units.

2. The 49 lessons were field-tested in experimental teachers' classroom as evidenced by the 86% degree of implementation observed by project staff.

3. Based on the analysis of the results of the administration of pre-post multiple-choice tests to experimental vs. comparison group participants, for each of the four units, experimental group participants made significantly higher gains ($p \leq .05$) than comparison group participants in knowledge of writing and spelling skills.

4. The project materials were rated by a team of outside reviewers and, based on a scale of one (negative) to five (positive), received ratings of over 4.5 in terms of clarity, effectiveness and usability.

5. Writing kit materials were revised and finalized, based on the field-test year results, and were readied for duplication.

F. Dissemination

The actual dissemination of the writing kit developed through this two-year project will not begin until the duplication of the kit is completed in December. The results of the project, as compiled in this report, will be available through the Educational Resources Information Center (ERIC).

A variety of techniques were used to disseminate information concerning project activities to various audiences. The Community Communications Council, previously described under Section D. Program Description, was the primary vehicle for transmitting information to community and parents. One member of this committee was responsible for the inclusion of a brief description of the project in the University Circle Newsletter. The parents who served on the CCC spoke to the P.T.A. in their school concerning the project's activities. Additionally, some of the newsletters published at the experimental schools described the project.

The project staff also attended both the 1979 and 1980 Ohio Department of Education Title IV-C Spring Conferences in Columbus. At these conferences, project materials were on display and a brochure compiled by project staff concerning project activities was also available.

For disseminating information to teachers, project staff believe the most effective technique is to have an orientation session for the entire group before the writing kit is implemented in the classroom. This technique was used during the 1979-80 field-testing year, and was believed to be successful in gaining teacher support because it provided them with an opportunity to verbally discuss the kit and to ask questions before they were expected to use the kit in their classrooms.

G. Conclusions/Recommendations

The Using the Second "R" project writing kit was developed as one response to the critical need for upgrading students' writing abilities. Various studies cited in the original needs assessment indicated that these writing abilities are not necessarily adequate for functioning effectively in day-to-day life. The needs assessment also indicated that part of the problem is that teachers do not have the resources needed to implement instructional programs designed to upgrade students' writing abilities. The Using the Second "R" challenge was to develop these resources and then find out if the use of these developed materials could in fact upgrade students' writing abilities.

The Using the Second "R" project utilized teacher input in designing a writing kit that could provide instructional methodology and exemplary materials for teachers to use to support skill development. The contents of the kit were then pilot-tested by the teachers who developed it and subsequently revised on the basis of this pilot-testing. The second project year then focused on field-testing of all materials.

Although the results of the pilot-testing year, including the pre-post gains of participants on multiple-choice tests, were extremely positive, it may be more appropriate to examine the results of the field-testing year in some detail if any conclusion is to be reached as to the real worth of the project. The field-testing year was designed to include teachers who had not been involved in the pilot-testing year and who therefore had no vested interest in the outcomes of the project. Also, the field-test group more closely approximated a typical group of teachers from another district who might someday utilize materials in that they receive no specialized training for implementation. Additionally, the field-test year was designed so that there was a comparison group of participants who did not use materials and whose performance on all pre-post tests was compared with the experimental group's.

Field-test results indicated that the experimental group achieved significantly higher post-test scores on all multiple-choice unit tests than the comparsion group after adjusting these post-test scores for pre-test differences. This leads to the conclusion that the materials used by the experimental group had a positive effect on the writing abilities of participating students as measured on the multiple-choice tests.

The project staff also compared experimental and comparison groups' writing samples on a pre-post basis. The experimental group scored significantly higher than the comparison group on the Unit IV Creative Writing sample (a paragraph) but not on the Unit III Functional Writing sample (a letter). Although the Unit III difference was not significant, this does not necessarily mean that the Unit III materials were not effective. A further examination of writing samples would be required to ascertain the reasons for discrepancy between the outcome on the Unit III multiple-choice test and the outcome of the Unit III writing sample.

Perhaps one of the greatest benefits of obtaining students' writing abilities for Units III and IV was that it required project staff to utilize the holistic method of scoring. This method, in a very modified form, was judged by project staff to be a valuable resource for teachers to use in grading students' writing, and an explanation of this modified form for teachers is included in the writing kit. Because this scoring method is fairly simple and does not require much time, it is anticipated that the inclusion of this method will encourage teachers to require more written work from their students.

Although the field-test data indicate that the implementation of the writing kit has a positive effect on students writing abilities, a truer measure of the impact of the project materials can be obtained when the finalized writing kit is implemented in the classroom and standardized language test scores for these students are compared with scores of other students who did not utilize project materials. Although a comparison of standardized test scores was attempted for the 1979-80 school year, time constraints explained previously prevented the full implementation of all four units of instruction in any single classroom; therefore, the effect of full-scale implementation is as yet undetermined. A potentail longitudinal indicator of success would be the junior high school English grades of those students who participated in the project, or any other measure of this group of students' writing ability taken at some future date in their educational career. If short-term outcomes as measured during the field-testing year are valid and if the students continue to receive reinforcement of the skills learned as a part of the project and are required to practice their writing, any longitudinal studies should indicate success.

Panel review team ratings and comments for both project years concerning project materials were very positive and indicated that the materials were judged as a valuable instructional tool for teachers to use in teaching writing skills to students. The project management used the 1978-79 panel review feedback to modify materials prior to field-testing in 1979-80, and used 1979-80 panel review team suggestions to finalize the writing kit at the end of the field-test year.

The teachers who were involved in the project during both the pilot-testing year and the field-testing year viewed their experience as positive, and generally indicated that use of the writing kit helped to upgrade their own students' writing abilities. The only major concern that emerged was that teachers felt that the materials might be too difficult for Cleveland's fourth graders. Although Cleveland teachers did indicate that the materials should be used with grades five and six, the materials are still considered by project staff to be appropriate for use with fourth graders as well.

On the basis of all pilot-testing and field-testing results, it appears that the Using the Second "R" writing kit in its final form will provide elementary teachers with a valuable instructional resource for upgrading their students' writing abilities. If the kit is utilized in the manner suggested, the need for upgrading students' writing abilities,

originally identified as a priority concern, can being to be alleviated. In the opinion of the project evaluator, the project staff has done an outstanding job of creating a practical and effective package in spite of some very limiting conditions such as lengthy teachers' strikes occurring during both the pilot-testing and field-testing years and all of the problems created by these strikes.

It is recommended that the Cleveland Public Schools utilize the Using the Second "R" writing kit in its upper elementary classrooms, beginning with the 1980-81 school year, and that any support necessary for the initial implementation of the materials be provided.

It is also recommended that the State of Ohio investigate the possibility of adopting the Using the Second "R" writing kit for statewide dissemination.

H. Project Phase-In

1. Continuation Efforts

The Cleveland Public Schools plans to use the Using the Second "R" writing kit in all of its fifth grade classes, beginning in the 1980-81 school year as soon as the kit is available. Because of funding, this utilization will be limited to ensuring that every fifth grade classroom has a writing kit. At this point in time, there are no plans for providing inservice for teachers in materials use, although conducting one general orientation session is a possibility. All teachers will be strongly encouraged by the Division of Reading Language Arts to use the kit at least once per week in their classrooms. Limited person-to-person inservice will be provided by the supervisory staff of the Division of Reading Language Arts to help insure proper usage of materials.

In-depth presentation of project materials will be provided by the Using the Second "R" project manager who is now serving as a consultant teacher in the State of Ohio funded Urban Pilot Project. This project offers certain services to the Glenville - Lincoln-West cluster. The previous project manager is now responsible for assisting the 34 fifth grade teachers in the eight elementary schools in this cluster on an individual basis to implement the Using the Second "R" writing kit in their classroom. Although the kit itself will not be available until December, 1980, she has already met with each of the teachers to provide background information on the kit and to relate how the kit is correlated with the English Language Arts course of study used in the Cleveland Public Schools. Once the duplication of the kit itself is completed, she will hand deliver the kit to the teachers and review its contents with them. During the course of the year, she will teach demonstration lessons, observe teachers using the materials, and assist teachers with scoring, analyzing and utilizing pre-post tests results. Teachers will be administering and scoring pre-post unit tests. The only cost of the continuation efforts is the salary of the previous project manager in her new role as a consultant teacher responsible for in-depth implementation of the kit in selected classroom, and the duplication of activity sheets for students using the ditto

masters contained in the kit. Although the kit is available in all fifth grade classes, the cost of this availability was supported by 1979-80 Title IV-C funds used for duplication of the kit.

2. Phases to be Discontinued

Except for the services of the previous project manager and the availability of the kit itself, all activity relating to the facilitating objectives will be discontinued. These discontinued activities include teacher reaction sessions, writing team sessions and panel review team activities. Other aspects of the program to be discontinued include:

a. Community Communications Council
b. Advisory Committee
c. Development of measurement instruments
d. Formal analysis and evaluation procedures
e. Pilot-testing and field-testing

3. Equipment Inventory

Two pieces of equipment costing $300 or more per unit were purchased with project funds. These are as follows:

Item	Cost	Purchase Date
Standard A TT Duplicating Machine	$499	10/6/78
IBM Selectric Typewriter	$745	1/22/79

4. Equipment Not Required for Phase-In

As indicated, there were two pieces of equipment costing more than $300. It was decided that these types of equipment are necessary for use in the continuation effort and are therefore being utilized by the previous project manager.

Footnotes

1. "Study Traces Achievement Profiles" National Assessment of Educational Progress Newsletter, April, 1977, Vol. X, No. 2., p. 2.

2. Information was obtained from the Division of Special Studies of a local university.

3. Redden, Hazel, "Follow-Up Study: Cleveland Public Schools June Class of 1976." (Cleveland Public Schools: Division of Research and Development, August, 1977), p. 26.

4. Blabolil, Glen, "Project To Improve Planning and Evaluation Techniques: 1975-76 Evaluation" (Cleveland Public Schools: Division of Research and Development, July, 1976), p. 4.

5. "Teenagers' Writing Skills Decline" National Assessment of Educational Progress, December, 1975, Vol. VIII, No. 6., p. 3.

6. Shaughnessy, Mina P. Errors and Expectations, New York: Oxford University Press, 1977, p. 13.

Unit II - Writing Fundamentals Lesson 4 - Vocabulary Awareness - Specific Words

OBJECTIVE: The student will write specific words to make his writing descriptive and vivid.

MATERIALS: Chalkboard and chalk
Activity sheets (3) and a pencil for each student
Dictionary and/or thesaurus for each student (optional)

PREPARATION: Review the lesson for content and procedure.
Reproduce the student activity sheets. (3)
Present the "Preparing" activity before teaching the lesson.
Write the following on the board:
Specific Words are picture words, or words that describe more clearly what the writer is saying.

a big animal	The snake slithered over the rock.
a polar bear	The snake moved over the rock.

PROCEDURE:

* * * Preparing * * *

Read and discuss the directions. Allow the students to complete this activity independently. Review answers. Encourage students to use this information when completing the other activity sheets.

* * * Focusing * * *

Explain to the students that this lesson is designed to increase their skills in writing clearer descriptions of people or things by using specific words. Have the definition read from the board.

Tell the students to close their eyes and listen while you read two phrases. Elicit which phrase gives a more descriptive mental picture or clearer image. (the polar bear) Underline the phrase. Elicit that the words polar bear give a more exact and definite description or image that allows them to visualize the animal.

Present the sentences. Have it determined that the first sentence is more descriptive because the word slithered is more specific than the word moved; it helps the reader see just how the snake moved.

Lead the students to realize that a writer uses specific words that help the reader understand more clearly what is written.

* * * Developing * * *

Have the definition and directions read for part A. Emphasize

PROCEDURE:

* * * Developing * * *
(Continued)

that most often, naming a person, place or thing is a more specific way of helping the reader visualize the object or person. Use the suggested answers on the key only as a guide in leading the students to develop their own answers.

Have a student read the directions for part B. If necessary, discuss the term action and the fact that it implies doing something. Emphasize in this part the fact that specific action words should let the reader use his senses to see, feel or hear the action more vividly. Draw from the students' own experiences for specific action words that could replace the underlined words in this part.

In part C, encourage the use of specific time or part of day for the phrase early morning. Elicit the names of specific foods to replace the phrase good food.

Read and discuss the directions for part D. Allow use of words or phrases in the above exercises to help formulate this sentence. Encourage the rewording of as many words as needed to change this general sentence into a more descriptive one. Develop a class sentence on the board and then have the students complete this part of their activity sheets.

In conclusion, draw from the students that specific words:

1. are picture words that a writer uses to describe a person, place or thing.
2. create a clearer image (mental picture) of what is written.
3. make their writing more descriptive and interesting to the reader.

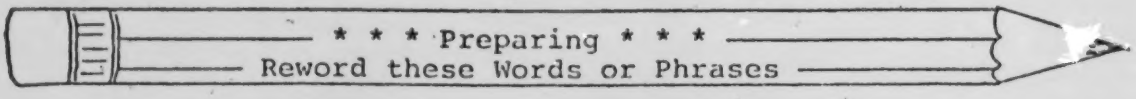
EVALUATION:

* * * Producing * * *

Distribute the activity sheet. Read and discuss the definition and allow independent completion. After scoring the papers, have students share their answers.

Collect and score the papers. Possible score is 20 points: 12 points for parts A and B (6 points each) and 8 points for parts C and D (4 points each). See the key for possible answers. Students scoring 15 points or less will need additional practice.

Unit II - Writing Fundamentals Lesson 4 - Vocabulary Awareness-Specific Words



Name (Key) Date

Synonyms are words that mean the same or almost the same.

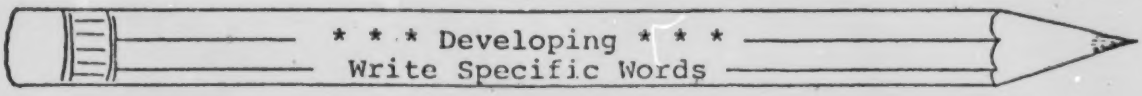
Directions: Read the words in the list on the left. Write two words or pharases from the box that reword, say in a different way, each of the words in the list. Use a dictionary or thesaurus if you need help. Example: building house - apartment

after school	capture	grab	orange juice
baseball	chocolate milk	Grace	Rosa
break	drank	green beans	6:00 a.m.
broccoli	Ford Mustang	gulped	smash
Buick Regal	football	1:00 p.m.	sunrise

Word List

1.	afternoon	(after school)	(1:00 p.m.)
2.	beverage	(orange juice)	(chocolate milk)
3.	car	(Buick Regal)	(Ford Mustang)
4.	catch	(grab)	(capture)
5.	early morning	(sunrise)	(6:00 a.m.)
6.	girl	(Grace)	(Rosa)
7.	shatter	(smash)	(break)
8.	sports game	(baseball)	(football)
9.	swallowed	(gulped)	(drank)
10.	vegetable	(broccoli)	(green beans)

Unit II - Writing Fundamentals Lesson 4 - Vocabulary Awareness - Specific Words



Name (Key - Possible answers) Date

Specific Words are picture words, or words that describe more clearly what the writer is saying.

Part A - Directions: The words below name a person, place or thing. Help the reader see more clearly who or what is named by writing two specific words for each.

lady	meat and vegetable	car
1. (my mother)	1. (fried chicken-green beans)	1. (Thunderbird)
2. (Miss King)	2. (roast beef - broccoli)	2. (blue Buick)

Part B - Directions: The underlined word in the phrase or sentences below show action. Rewrite these words to let the reader see, feel or hear the action.

run home	Dogs bark.	Louisa yelled.
1. (race)	1. (whine)	1. (screamed)
2. (hurry)	2. (growl)	2. (shrieked)

Part C - Directions: Read each phrase below. Reword each phrase to give the reader a more specific picture.

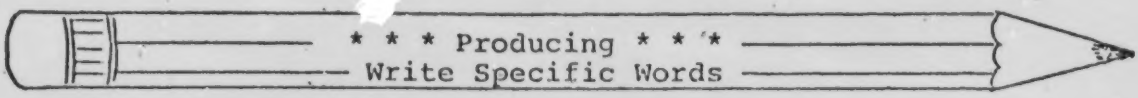
early this morning	good food
1. (at sunrise)	1. (tasty meal)
2. (6:15 a.m.)	2. (delicious dinner)

Part D - Directions: The sentence below would be more descriptive and vivid if certain words were replaced with more specific ones. Underline those words. Rewrite the sentence using stronger, more specific words.

For the holiday, the lady made a meal of meat, vegetables and dessert.

(For Thanksgiving, my Aunt Carol cooked a delicious dinner of roast turkey, french green beans and pumpkin pie.)

Unit II - Writing Fundamentals Lesson 4 - Vocabulary Awareness - Specific Words



Name (Key - Possible answers) Date _____ Score ____

Specific Words are picture words, or words that describe more clearly what the writer is saying.

Part A - Directions: The words below name a person, place or thing. Help the reader see more clearly who or what is named by writing two sets of specific words for each phrase.

sandwich	friend	beverage
1. (cheeseburger)	1. (Oscar)	1. (orange juice)
2. (Tuna Fish on Rye)	2. (Marilyn)	2. (chocolate milk)

Part B - Directions: The underlined word in the phrase or sentence below shows action. Rewrite these words to let the reader see, feel or hear the action.

swallowed the drink	catch the thief !	broke the window
1. (drank)	1. (grab)	1. (shattered)
2. (gulped)	2. (capture)	2. (smashed)

Part C - Directions: Read each phrase below. Reword each phrase to give the reader a more specific picture.

in the afternoon	favorite sport
1. (after school)	1. (soccer)
2. (1:00 p.m.)	2. (football)

Part D - Directions: The sentence below could be more descriptive and vivid if certain words were replaced with more specific ones. Underline those words. Rewrite the sentence using stronger, more specific words.

After my friend and I played a sport, we drank two glasses of beverage.

(After Oscar and I played soccer, we gulped two glasses of orange juice.)

APPENDIX B

TITLE IV-C

1978-79 Using the Second "R" Project Staff

Supervisor, Reading Language Arts

Mrs. Bobby Lee Williams

Consultant Teacher Coordinator

Mrs. Beverley Tyla

Assistant Teacher Coordinator

Mrs. Sue Jones

Teacher Cadre Members

Name	Grade	School
Dorcas Mosee	5	Almira
Janet Witbeck*	5	Beehive
Mildred Haynes	5	Benjamin Franklin
Mary Henry	4	Benjamin Franklin
Arlene Benda	5	Gilbert
Jean Wiseman	4	Gilbert
Lois Richardson	5	Gracemount
Gene Burgmann	5	Memphis
Carol Hochschild	5	Memphis
Tommye Nix	5	Walton
Bernard Richardson	5	Walton
Rebecca Walton	4	Hazeldell
Sr. Helen Eremich	5	Our Lady of Perpetual Help
Zita Kripavicius	4	Our Lady of Perpetual Help
Shelia Schneider	4	St. Vincent dePaul
Ann Zehe	5	St. Vincent dePaul

Writing Team Members

Rebecca Walton	Gene Burgmann
Shelia Schneider	Lois Richardson
Carol Hochschild	Janet Witbeck*

Community Communication Council Members

Jack E. Apzinger, Public Relations, The Illuminating Co.
Patricia Denny, Public Service Director, WJKW TV
John Jackson, Industry Manager, Ohio Bell Telephone Co.
Robert Varley, Public Relations, East Ohio Gas Co.
Kay Wood, Asst. Dir. of Public Relations, University Circle, Inc.

*Mrs. Witbeck attended 4 of the inservice sessions; she did not attend the remainder of the inservice sessions or any of the writing sessions. However, she did pilot-test, critique and administer pre-post tests for the lessons and was cooperative in completing all other project activities, including being observed implementing lessons.

APPENDIX B (Cont'd)

TITLE IV-C

1978-79 Using the Second "R" Project Staff (Cont'd)

Advisory Committee Members

Dr. William Siebenschuh, Case Western Reserve University
Dr. Richard Dutro, Lakewood Schools
Carol Blount, Cleveland Public Schools
Shirley Seaton, Cleveland Public Schools
Peggy Archacki, Cleveland Public Schools
Mildred Westmoreland, Cleveland Public Schools

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS
43215

ANKLIN B. WALTER
PERINTENDENT OF
BLIC INSTRUCTION

MARGARET A. MAUTER
DIRECTOR
DIVISION OF
PLANNING AND EVALUATION
Room 804
614-466-4830

APPENDIX C

March 14, 1979

Mrs. Beverley Tyla, Project Director
Marion-Sterling School
3033 Central Avenue
Cleveland, Ohio 44115

Re: ESEA Title IV-C Project No. 78-D-48-1

Dear Ms. Tyla:

Your monthly report due in the Division of Planning and Evaluation on March 10 and mailed on March 7 was received in the Division on March 9.

It would appear from your February 6 discussion of your problem regarding the number of project teachers - 24 proposed, 17 actually participating - that reasonable efforts have been made to obtain the proposed number of teachers but that these efforts have not been successful. Ultimately, the significance of operating the project with a reduced teacher staff will be determined as a result of the project evaluation and continuation review process.

Sincerely,

Karen Scheid

Karen Scheid
Education Consultant

KS/c

cc: Dr. Peter P. Carlin, Superintendent
Dr. John P. Nairus, Directing Supervisor

APPENDIX D

Using the Second "R"

Organizational Outline

I. Program description

A. The program is an ESEA Title IV-C funded project with the aim of improving the expressive writing skill abilities of upper elementary students and increasing the effectiveness of existing writing instruction.

B. The primary target population will be fourth and fifth grade teachers and students in a total of twelve Cleveland public and non-public schools located on both the East and West sides of the city.

C. Teacher involvement in the project will result in the development of a replicable functional and creative writing skill kit that will be suitable for use as a supplemental resource to existing language arts curricula.

D. The key characteristics of the project are its:

1. emphasis upon the application of basic educational skills to achieve writing skill proficiency.
2. use of visual/auditory resource materials that will enable students to develop and utilize listening as well as speaking skills to achieve writing skill competency.
3. design of lessons that evolve from the personal experiences of students.
4. integration of vocabulary/spelling activities within the instructional materials to increase the array of word options students can put to use when writing.
5. development of a sequential approach to teaching writing skills that can be easily implemented by a classroom teacher.
6. construction and administration of locally designed evaluative instruments that will assist teachers to measure student writing skill competencies.
7. accumulation of information from evaluatory procedures to obtain highly reliable and practical supplemental teaching materials.
8. focus upon a critical educational need of the highest priority.

II. Major goals of the project

A. The first task related goal will be to develop and implement an inservice education program for teachers which increases their technical and conceptual writing instructional skill.

B. The second task related goal will be to design and pilot-test a "packaged" kit consisting of a variety of teacher and student directed activity techniques that will integrate writing/spelling skill instruction in the upper elementary school classroom.

APPENDIX D (Cont'd)

Using the Second "R"

Organizational Outline

C. The project's major change related goal will be the demonstrated improvement of students' functional and creative writing abilities.

III. Activities to achieve objectives

A. Program operations are divided into four distinct chronological phases.

B. Phase I, or the operational recruitment and planning of the project, includes the following activities:

1. appointment of a project staff, teacher cadre, advisory committee members and community communication council representatives.
2. development of a program organizational outline and inservice schedule.
3. development of a local survey to determine writing instructional needs.
4. orientation of principals, parents, advisory members and council representatives in order to inform them of the purposes and intents of the project.

C. Phase II consists of the inservice and preliminary instructional strategy design sessions.

1. The twenty-four (24) designated teacher cadre members will participate in a total of twenty (20) two-hour (2) inservice and design sessions.
2. The inservice and design sessions will be organized around four developmental cycles: the orientation cycle and the three unit topic cycles.
3. During these sessions participants will be exposed to the project's inservice instructional presentations, identify those critical skills needed to achieve specific writing competencies and arrange outlines and resource materials in preparation for the project writers.
4. In two (2) training sessions representatives from Educational Testing Service will assist the project's participating teachers in developing techniques to effectively evaluate pupil writing.

D. Phase III of the project initiates the lesson development and pilot-testing.

1. A team of six teacher cadre members will design a comprehensive series of lessons and pre/post instruments which will assist Grade 4 and 5 students in developing and assessing their adequate functional and creative writing skill competencies.
2. A total of thirty (30) two-hour (2) after school writing sessions (ten (10) sessions per unit topic) will be devoted to development of materials.

Using the Second "R"

Organizational Outline

3. During the initial sessions the writing team will be exposed to a workshop entitled Classroom Test Skills Project which will assist them in developing an evaluative instrument for each unit of the kit.

4. The completed instructional materials designed by the writing team will be pilot-tested in various teacher cadre classrooms.

E. The final phase of the project for the first year concerns itself with product review, revision and publication.

1. Developed materials will be rated by a panel of non-project individuals and revised by the writing team prior to their replication for second year field testing.
2. The completed writing kit will be reproduced for further field testing during the second year.

F. Within the second year of project operations, the kit's content will be expanded and field-tested utilizing an experimental-control group evaluation design to continue context refinement.

G. A continuous evaluation of the degree to which the project successfully achieves its stated objectives will be conducted by the Division of Research and Development.

APPENDIX E

Schedule of
Writing Team Sessions
1978-79 School Year

Cycle II

December 14, 1978
December 19, 1978
December 21, 1978
December 28, 1978
January 4, 1979
January 9, 1979
January 11, 1979
January 18, 1979
January 23, 1979
January 30, 1979

Cycle III

February 15, 1979
February 20, 1979
February 22, 1979
February 27, 1979
March 1, 1979
March 8, 1979
March 13, 1979
March 15, 1979
March 22, 1979
March 27, 1979

Cycle IV

April 5, 1979
April 10, 1979
April 17, 1979
April 19, 1979
April 26, 1979
May 3, 1979
May 8, 1979
May 10, 1979
May 17, 1979
May 24, 1979

Additional Sessions

June 7, 1979
June 14, 1979
June 18, 1979
June 19, 1979
June 20, 1979
June 21, 1979

APPENDIX F

Using the Second "R"

Feedback Sheet

Name _____ School _____ Date _____

Unit _____ Lesson Topic _____ Lesson No. _____

I.

Based on your review of the lesson, indicate the degree to which you agree or disagree with each question. Circle the appropriate number along the continuum using 5 as very good and 1 as poor. We would also appreciate comments.

1. Were the objectives of the lesson stated clearly so that teacher and students understood the skill presented?

   5 4 3 2 1

   Comments _____

   _____

2. Were suggested materials adequate to develop lesson and appropriate for students of varying ability levels?

   5 4 3 2 1

   Comments _____

   _____

3. Was the script clearly stated and appropriate for the instruction of the lesson?

   5 4 3 2 1

   Comments _____

   _____

4. Did the suggested activities and instructional procedures provide enough teacher guidance so that students could independently practice the emphasized skill, etc.?

   5 4 3 2 1

   Comments _____

   _____

5. Did the independent activities provide clear directions, readable print, opportunity to practice skill, etc.?

   5 4 3 2 1

   Comments _____

   _____

6. Did the lesson and materials hold the interest of the students?

5 4 3 2 1

Comments _____

_____

II.

PLEASE COMPLETE THIS SECTION REGARDING THE LESSON WHICH YOU ARE CURRENTLY IMPLEMENTING. YOUR INPUT WILL BE HELPFUL IN MAKING FINAL LESSON REVISIONS.

1. Note any changes/alterations that you feel should be made to improve the lesson.

_____

_____

_____

_____

2. Record any comments/reactions that students may have made, whether positive or negative, during the implementation of this lesson.

_____

_____

_____

_____

APPENDIX G

TITLE IV-C

1979-80 Using the Second "R" Project Staff

Supervisor, Reading Language Arts

Mrs. Bobby Lee Williams

Consultant Teacher Coordinator

Mrs. Beverley Tyla

Assistant Teacher Coordinator

Mrs. Sue Jones

Experimental Teacher Participants

Name	Grade	School
Beatrice Heath	4-5	Andrew J. Rickoff
Paula King	4	Andrew J. Rickoff
Sister Madonna Fortman	4	Ascension
Sister Natalie Hass	4	Ascension
Janet Bone	4	Chesterfield
Zoe Morgan	4	Chesterfield
Madeline Dyson	5	Clark
Clarence Miller	4	Clark
Dorothy Burton	5	Denison
Jacqueline Poole	4	Denison
Roselyn Patterson	5	East Madison
Ellen Thompson	4-5	East Madison
Walter Durkas	5	Halle
Linda Vladika	5-6	Halle
Sister Helen Fox	5	Holy Name
Marilyn Warzecha	4	Holy Name
Juanita Childress	4-5	John D. Rockefeller
Ronald Miller*	5-6	John D. Rockefeller
Ruby Townes	5	Longwood
Marilyn Metta	4	Longwood
Ann Firestos	3-4	Marion C. Seltzer
Ida Gadson	5	Marion C. Seltzer
Ann Blakemore	4	Miles Standish
Robert Udovic	5	Miles Standish
Vernie Allison	5	Paul Revere
Yvonne Matthews	5	Paul Revere
Ronald Kosiba	5	Robert Fulton
Doris Thomas	5	Robert Fulton

*Eliminated from the project 4/7/80 when his class was reorganized into a sixth grade.

APPENDIX G

TITLE IV-C

1979-80 Using the Second "R" Project Staff (Cont'd)

Comparison Teacher Participants

Name	Grade	School
Jacquelyn Oberg	4	Boulevard
Joan Minadeo	4	Boulevard
Lawrence James*	4	Boulevard
Rebecca McClure	5	Forest Hill Parkway
Alfred Canepele	5	Forest Hill Parkway
Annie Ali	5	Marion Sterling
Carl Pannell	5	Marion Sterling
Janette Sessoms*	4	McKinley
Mary Jo Mahall	4	St. Mark
Jane Marie Mezey	5	St. Mark
Walterine Woodard	5	Waverly
Dorothy Hagan	5-6	Waverly

*Added 4/29/80 to increase comparison group size when St. Mark's was eliminated from the testing sample because the non-public closing date was earlier than the public school closing date and therefore prohibited full implementation of Units III and IV in the non-public school.

APPENDIX G

TITLE IV-C

1979-80 Using the Second "R" Project Staff (Cont'd)

Writing Team Members

Name	School
Rebecca Walton	Hazeldell
Sheila Schneider	St. Vincent dePaul
Carol Hochschild	Memphis
Gene Burgmann	Memphis
Ann Zehe	St. Vincent dePaul
Arlene Benda	Gilbert

Community Communication Council Members

Jack E. Apzinger, Public Relations, The Illuminating Co.
Carol Semuniak, Parent
John Jackson, Industry Manager, Ohio Bell Telephone Co.
Robert Varley, Public Relations, East Ohio Gas Co.
Kay Wood, Asst. Dir. of Public Relations, University Circle, Inc.

Advisory Committee Members

Dr. William Siebenschuh, Case Western Reserve University
Dr. Richard Dutro, Lakewood Schools
Shirley Seaton, Cleveland Public Schools
Mildred Westmoreland, Cleveland Public Schools
Doris Webster, Cleveland Public Schools

APPENDIX H

1. Complete List of Lessons, by Unit Field Tested in Experimental Classrooms

2. Reaction Feedback Sessions, by Unit, for Experimental Teachers

and

Pre-Post Testing Date

APPENDIX H

Complete List of Lessons, by Unit Field Tested in Experimental Classrooms

1979-80

Unit I - Reference Resources

Lesson 1 - Alphabetical Order
Lesson 2 - Types of Reference Resources
Lesson 3 - The Dictionary - Guide and Entry Words
Lesson 4 - " " - Multiple Meanings
Lesson 5 - " " - Difficult Spellings
Lesson 6 - The Thesaurus - Synonyms and Antonyms
Lesson 7 - The Encyclopedia - Topics
Lesson 8 - " " - Index and Cross Reference
Lesson 9 - The Library Card Catalog

Unit II - Writing Fundamentals

Lesson 1 - Vocabulary Awareness - Prefixes
Lesson 2 - " " - Suffixes
Lesson 3 - " " - Sensory Words
Lesson 4 - " " - Specific Words
Lesson 5 - Sentence Writing - Sentence Recognition
Lesson 6 - " " - Sentence Types
Lesson 7 - " " - Subject and Predicate
Lesson 8 - " " - Word Order
Lesson 9 - " " - Compound Sentences
Lesson 10 - " " - Complex Sentences
Lesson 11 - " " - Expanded Sentences
Lesson 12 - Paragraph Writing - Topic and Detail Sentences
Lesson 13 - " " - Time-Order
Lesson 14 - " " - Descriptive
Lesson 15 - " " - Conversation (dialogue)
Lesson 16 - Proofreading

Unit III - Functional Writing

Lesson 1 - Letter Writing - Friendly Letter Form
Lesson 2 - " " - Friendly Letter Content
Lesson 3 - " " - Business Letter Form
Lesson 4 - " " - Business Letter Content
Lesson 5 - " " - Envelope
Lesson 6 - Report Writing - Limited Topics
Lesson 7 - " " - Notes
Lesson 8 - " " - Outline
Lesson 9 - " " - Written Report
Lesson 10 - Filling in Forms
Lesson 11 - News Report Writing
Lesson 12 - Advertisement Writing

APPENDIX H (Cont'd)

Complete List of Lessons, by Unit Field Tested
in Experimental Classrooms

1979-80

Unit IV - Creative Writing

Lesson 1 - Figures of Speech - Similes
Lesson 2 - " " " - Metaphors
Lesson 3 - Poetry Writing - Free Verse
Lesson 4 - " " - Cinquain
Lesson 5 - " " - Haiku
Lesson 6 - " " - Couplets
Lesson 7 - " " - Limericks
Lesson 8 - Personal Writing - Diary Entry
Lesson 9 - " " - Autobiography
Lesson 10 - Story Writing - Character
Lesson 11 - " " - Setting
Lesson 12 - " " - Plot

APPENDIX H (Cont'd)

Reaction Feedback Sessions, by Unit,
for Experimental Teachers

1979-80

Feedback Sessions	Date	Attendance
Unit I - Reference Resources	Tuesday, March 11, 1980	23
Unit II - Writing Fundamentals	Tuesday, May 6, 1980	18
Unit III - Functional Writing	Thursday, June 26, 1980	16
Unit IV - Creative Writing	Thursday, June 26, 1980	16

Pre-Post Testing Date

Unit	Testing Dates for Experimental Group	Testing Dates for Comparison Group
Unit I - Reference Resources		
Pre-test	2/4 - 2/5	2/4 - 2/5
Post-test	3/10 - 3/11	3/10 - 3/11
Unit II - Writing Fundamentals		
Pre-test	3/14 - 3/15	3/14 - 3/15
Post-test	5/5 - 5/6	5/5 - 5/6
Unit III - Functional Writing		
Pre-test	5/8 - 5/13	5/8 - 5/13
Post-test	6/23 - 6/27	6/23 - 6/27
Unit IV - Creative Writing		
Pre-test	5/8 - 5/13	5/12 - 5/15
Post-test	6/23 - 6/27	6/23 - 6/27

APPENDIX I

Using the Second "R" Project
Experimental Unit Division
1979-80

UNIT II

Teacher	School
Beatrice Heath	Andrew J. Rickoff
Sister Madonna Fortman	Ascension
Janet Bone	Chesterfield
Madeline Dyson	Clark
Jacquelyn Poole	Denison
Roselyn Patterson	East Madison
Walter Durkas	Halle
Sister Helen Fox	Holy Name
Juanita Childress	John D. Rockefeller
Ann Blakemore	Miles Standish
Vernie Allison	Paul Revere
Ronald Kosiba	Robert Fulton

UNIT III

Teacher	School
Paula King	Andrew J. Rickoff
Sister Natalie Hass	Ascension
Zoe Morgan	Chesterfield
Clarence Miller	Clark
Dorothy Burton	Denison
Ellen Thompson	East Madison
Linda Vladika	Halle
Marilyn Warzecha	Holy Name
Ruby Townes	Longwood
Marilyn Metta	Longwood
Ann Firestos	Marion C. Seltzer
Ida Gadson	Marion C. Seltzer
Robert Udovic	Miles Standish
Yvonne Matthews	Paul Revere
Doris Thomas	Robert Fulton

APPENDIX J

1. Topical Units for Teacher Cadre Inservice

2. Teacher Cadre Inservice Schedule

3. Summary of Participants Ratings

APPENDIX J

Using the Second "R" Project

Topical Units for Teacher Cadre Inservice

Cycle I - Orientation Session

- Providing overview of project
- Pretesting teacher writing skills
- Reviewing research and literature on writing skills
- Discussing language and the communication process
- Identifying similarities and differences between language (speech) and writing
- Outlining developmental sequence of language arts communication skills
- Identifying types of writing and their areas of instruction
- Defining grammar and word usage and the instruction of each in the elementary school
- Examining different approaches of spelling instruction and its effect on written communication
- Familiarizing teachers with resource materials

Cycle II - Unit I - Writing Fundamentals

- Using a variety of resources to develop writing competency
- Developing an awareness of vocabulary
- Developing an understanding of the concept of the sentence, its components and structure
- Constructing and developing coherent and unified paragraphs
- Responding to the writing process

Cycle III - Unit II - Functional Writing

- Developing career communication skills
- Filling out forms
- Writing personal and business letters
- Developing report writing skills

Cycle IV - Unit III - Creative Writing

- Transforming experiences into writing
- Writing biographies and autobiographies
- Creating original stories
- Composing creative poetry
- Post testing teacher writing skills

Teacher Cadre
Inservice Schedule

Cycle I	Number Attending
November 14, 1978	14
November 16, 1978	14
November 21, 1978	14
November 28, 1978	15
November 30, 1978	15
Cycle II	
December 5, 1978	15
December 7, 1978	16
December 12, 1978	15
January 16, 1979	16
January 30, 1979	15
Cycle III	
February 6, 1979	16
February 8, 1979	15
February 13, 1979	15
March 6, 1979	14
March 20, 1979	13
Cycle IV	
April 3, 1979	14
April 24, 1979	13
May 1, 1979	9
May 15, 1979	15
May 22, 1979	15

Teacher Questionnaire
Using The Second "R"
Cycle I

The following questions concern your reaction to the Orientation Organization sessions in which you participated.

DIRECTIONS:
Please rate each item by checking yes or no.
comments would be greatly appreciated.

Did the sessions:

1. Present clearly the over-all objectives for this project?

yes 100% no 0%

Comments:
- Objectives repeated too often
- Objectives clearly explained

2. Present adequate background information needed for developing the writing instructional kit?

yes 93% no 7%

Comments:
- Some information too advanced for 4th and 5th grade
- Not specifically stated
- Vague idea

3. Present concepts at an appropriate pace?

yes 87% no 13%

Comments:
- Concepts presented systematically and paced to be absorbed
- Rather slow because I knew it
- Sometimes too slowly
- Sometimes too fast to write information
- Some more focus on grammar

4. Provide you with helpful information pertaining to resource materials?

yes 87% no 13%

Comments:

- Most helpful
- Good idea of what is wanted in the kit
- Great amount of resources made available
- Resource materials good and will be useful
- Teacher bringing more text used in the classroom
- Materials presented and explained

5. Establish procedures you will need to know in order to carry out your role in the project?

yes 73% no 27%

Comments:

- Not covered completely
- Procedures presented and explained during first session
- Expected in next cycle
- Expect specific procedures later
- Not sure of procedures

****

A. What was most helpful about these sessions?

- Background information to refresh memory
- Example given to demonstrate concepts
- Providing resource materials
- Reinforcing need for basic grammar
- All sessions presented information
- Each session was a refresher for ideas
- Inspired to do more work with writing in my classroom
- Practical ideas for activities with students
- Hand out materials - use of visual aids
- Practical ideas for activities for students
- Detailed information presented in writing

B. What was least helpful about these sessions?

- I thought some material applicable
- Two people knew most of the background information
- Do not read handout
- Not enough time to examine materials at the end of sessions

C. Do you have any suggestions that might help us more effectively present the same concepts and resources to other teachers?

- Allow more time to view materials and make decision of use
- Having pre reading material to prepare for topics
- English should have more than 2 periods
- Use more people to present information
- Outline procedures, roles and background information
- Session for teachers to bring materials and share
- Include more teachers

SUMMARY with 14 participants January 30, 1979

Teacher Questionnaire
Using The Second "R"
Cycle II

The following questions concern your reaction to the Writing Fundamentals sessions in which you participated.

DIRECTIONS:
Please rate each item by checking yes or no.
Your comments would be greatly appreciated.

Did the sessions:

1. Present clearly the objectives for this cycle?

   yes 100% ; no 0% .

   Comments Objectives were listed and discussed.

2. Adequately present all of the basic elements of writing fundamentals?

   yes 100% ; no 0% .

   Comments Basic elements were presented and throughly discussed.

3. Provide you with adequate background information to develop lesson outlines for the writing fundamental unit?

   yes 100% ; no 0% .

   Comments Adequate information, However lesson outlines developed by teachers need to be more specific.

4. Provide you with helpful resource materials for developing lesson outlines?

   yes 78% ; no 22% .

   Comments The resource materials were helpful, however more could have been available for developing lessons.

5. Allow sufficent time to develop suggested lesson outlines for the writers to use in writing the unit?

   yes 78% ; no 22% .

   Comments It was difficult to develop a complete lesson is one session.
   Less background information and more to develop the writing units.
   Less time could be spent on background information.

   More time could be used.

A. What was most helpful about these sessions?

- New ideas and teaching suggestions that could be used everyday teaching.
- The most helpful part of the writing team was the close communications critiqueing did to evaluate a lesson.
- Small group discussion in forming lessons after the whole group instruction.
- Resource materials available, feedback from ideas.
- Working together as a team. Sharing ideas with one another.
- Developing lessons.
- Patient explanation of the materials presented.
- Time is very well spent and I feel we have been very porductive.
- The systematic way in which material was presented.
- I think it was very clearly explained.
- Check list for proof reading was good.

B. Do you have any suggestions that might help us more effectively present the Writing Fundamentals sessions?

- To save time have moderators give suggestions then let teachers add to these, since this is the end result.
- Always good ideas saved until last.
- For fourth grade deprived children there needs to be some simpler or easier material.

SUMMARY WITH 14 PARTICIPANTS MARCH 20, 1978

Teacher Questionnaire
Using The Second "R"
Cycle III

APPENDIX J (Cont'd)

The following questions concern your reaction to the Functional Writing sessions in which you participated.

DIRECTIONS:
Please rate each item by checking yes or no.
Your comments would be greatly appreciated.

Did the sessions:

1. Present clearly the objectives for this cycle?

yes 100% ; no 0% .

Comments Clear and easy to follow

Objectives were thoroughly thought through

2. Adequately present all of the basic elements of functional writing?

yes 100% ; no 0% .

Comments Good use of overhead projector, other resource material

Good presentations

3. Provide you with adequate background information to develop lesson outlines for the functional writing unit?

yes 100% ; no 0% .

Comments There was sufficient background information given

Having materials and working in groups was helpful

4. Provide you with helpful resource materials for developing lesson outlines?

yes 100% ; no 0% .

Comments All kinds of materials to help in developing lessons

Great resource materials

5. Allow sufficent time to develop suggested lesson outlines for the writers to use in writing the unit?

yes 86% ; no 14% .

Comments We could always use more time in developing units, but

isn't that true of anything we develop.

****

REACTION TO OUTSIDE CONSULTANTS

The following questions concern the two special sessions-Holestic Approach, Write To Communicate - rate each session as to how effectively the material was presented to you, using a 1 to 5 scale. Also, indicate the number of the unit(s) for which the procedures and materials would be most useful.

Unit 1 Fundamental
Unit 2 Functional
Unit 3 Creative

I. Holestic Scoring

Not Effective				Extremely Effective
1	2-8%	3-38%	4-38%	5-16%

Unit(s)

Unit 2 Functional 38%
Unit 3 Creative 53%

Comments:

- A quicker method in marking student papers.
- It stimulated evaluating on a comparative basis and perhaps more fairly.
- Interesting, but on the whole not useful in classroom unless based on all year.
- Checking students papers and showing a quick way to mark creative writing was indeed helpful.
- Good for looking at positive aspect of writing.
- Children's papers could have had ratings on them.
- Very helpful in grading written composition.'
- The scoring (Holestic) was excellent. In this method each child can be scored on something accomplished. You can "find" something to praise in his/her work and thus encourage. See the potential good not errors.
- Holestic Scoring - the sessions made me more comfortable with my judgements.

II. Write To Communicate

Not Effective				Extremely Effective
1	2-8%	3-30%	4-54%	5-8%

Unit(s) 1 Fundamental -

Unit 2 Functional 23%
Unit 3 Creative 46%

Comments:

- Giving demonstration of taste, smell, hearing. Thus was effective to show students how to become creative and use descriptive words.
- Most informative and helpful in getting ideas to motivate children.
- Motivating.
- Very good topic and ideas.
- Used much of procedure in the lesson on sensory words.
- Publisher comes in to sell materials.

A. What was most helpful about these sessions?

- Through the sessions new ideas for rating pupils written works.

B. Do you have any suggestions that might help us more effectively present the Functional Writing sessions?

- I think what and how the sessions were presented was quite good. You are doing a fine job.

Teacher Questionnaire
Using The Second "R"
Cycle IV

I. The following questions concern your reaction to the Creative writing sessions in which you participated.

DIRECTIONS:

Please rate each item by checking yes or no. Your comments would be greatly appreciated.

Did the sessions:

1. Adequately present all of the basic elements of creative writing?

yes 100% ; no 0% .

Comments: Topics were well presented; done well; excellent review and reinforcement; all basic elements were presented and discussed; examples of poetry from books a good experience.

2. Present adequate background information to develop the creative writing unit?

yes 100% ; no 0% .

Comments: Good background information; lessons were well structured; a wealth of resource information

3. Additional Comments: All the lessons proved to be excellent and needed; the children seemed to enjoy every lesson; even the poor students seemed to be able to follow directions, as they were given, even in letter and report writing; this was a great experience; lessons complimented by other teachers (in the schools where lessons were taught); lessons were very informative.

II. The following questions concern your reaction to the four cycles presented during 1978-79 in which you participated.

1. Do you have any suggestions for inservice presentation?

26% yes 66% no. 6% no response

Elaborate: Include Barbara Chambers classroom testing skills; more time for work in small groups.

2. In what area did you feel you needed the most time?

Explain briefly, Why Four teachers responded report writing (children found it is difficult); testing (making efficient pre/post test); notetaking and report writing (children weak, needed more practice); none; evaluation of later lessons notetaking and outlining; the first unit (because it was initial it was more difficult to organize); functional writing.

3. How do you rate this inservice program?

67% Excellent 33% Good 0% Fair 0% Poor

4. How many inservice activities have you participated in this year? _____

How many inservice sessions?	281
How many sessions with speakers? (Duplicated count)	52
How many writing team meetings?	115
TOTAL	_____

5. To date, what do you consider to be the major accomplishments of this program? Getting some well needed lessons written up; stimulating my class in writing; having experience in writing the lessons; effective teaching methods were presented to teacher; impetus to want to carry on in their daily language class; to help children organize their thought; new methods.

6. How did you become involved in this project?

12 were asked by their principal; 1 was invited to participate by the Diocesan school superintendent; 2 volunteered

III.

The following questions concern the four special sessions with speakers. Rate each session as to how effective the material was presented, using a 1 to 5 scale. Draw a circle around the number you select.

I. Holestic Scoring

Not Effective Extremely Effective

1	2	3	4	5	No Response
	8%	23%	23%	38%	8%

Comments Good; quick and easy for grading papers; not much was done that was practical for the teacher.

II. Write To Communicate

Not Effective Extremely Effective

1	2	3	4	5	No Response
	13%	13%	40%	27%	7%

Comments Very good with much information for use in the classroom; great; good information and methods on how to motivate children to do creative writing; presentation was very good; she was dynamic; I enjoyed the special sessions.

III. Compilation - Lessons Objective

Not Effective Extremely Effective

1	2	3	4	5	No Response
		33%	33%	13%	20%

Comments Great; good; I enjoyed the special sessions.

IV. Writing Skills Module

Not Effective Extremely Effective

1	2	3	4	5	No Response
	14%	21%	43%	14%	7%

Comments Good presentation for checking sentence structure; none of the material was really new to me; very interesting and informative.

Signature (optional)_____ Date_____

APPENDIX K

1. Test Specification Chart

2. Teacher Pre-Test

USING THE SECOND "R" PROJECT

TEST SPECIFICATION CHART

SUBJECT: INSTRUCTION RELATED TO WRITING SKILLS	DATE OCTOBER, 1978
GROUP: TEACHER CADRE	

CONTENT	EDUCATIONAL OUTCOMES			TOTAL
	KNOWLEDGE	COMPREHENSION	APPLICATION AND ANALYSIS	
Language-Writing Instruction	(1) (8) (15) (34) 4	(12) (14) (26) (35) 4		8 (23%)
Writing Fundamentals	(13) (18) (21) (28) (31) 5	(7) (9) (16) 3	(2) (3) (4) (10) (11) (24) 6	14 (40%)
Functional Writing	(33) 1	(5) (17) (30) 3	(22) 1	5 (14%)
Creative Writing	(6) (20) (23) 3	(19) 1	(25) (27) 2	6 (17%)
Spelling	(32) 1	(29) 1		2 (6%)
TOTALS	14 (40%)	12 (34%)	9 (26%)	35 (100%)

USING THE SECOND "R" PROJECT

Teacher Pre-Survey

General Information: This instrument attempts to survey your knowledge of writing and spelling instructional techniques PRIOR to your participation in the inservice program for development of writing skill learning kits. You will be given a post survey following the inservice program.

Recording Information: Use the ATTACHED ANSWER SHEET for recording your answers. Blacken the circle containing the letter of the response which you feel best answers each question. Because this is a pre-survey, you may not be able to answer all of the questions. In those cases where you may not be sure of the answer, please guess as to which response may be correct.

Although survey results will not be examined on an individual basis, it will be necessary to match pre-survey results with post-survey results. Please place the LAST FOUR DIGITS of your SOCIAL SECURITY NUMBER in the upper right hand corner of the answer sheet. This will allow us to match pre-post results while preserving the anonymity of participants.

USING THE SECOND "R" PROJECT

Teacher Survey

Use the attached answer sheet for recording responses.

1. The results of recent studies in language instruction indicated that most nine (9) year old students have difficulty:

   a. comprehending literal facts.
   b. organizing written ideas.
   c. understanding written directions.
   d. utilizing correct grammar.

2. Which area of instruction would you emphasize to correct the problem in the following sentence? "He will lay down on the sofa."

   a. grammar
   b. orthography
   c. vocabulary expansion
   d. word usage

3. Which of the following vocabulary awareness skills should be developed first?

   a. being sensitive to words
   b. building words
   c. learning about words
   d. learning special words

4. This sentence is an example of which of the following types of sentences? "The visiting king and his party arrived at the airport where they were met by the President's son."

   a. complex
   b. compound
   c. compound-complex
   d. simple

5. Which of the following skills is most essential for effective teaching of report writing?

   a. organizing ideas
   b. researching information
   c. selecting topics
   d. structuring sentences

6. When writing autobiographies and biographies, pupils would have the most difficulty in writing:

   a. concisely.
   b. descriptively.
   c. objectively.
   d. subjectively.

7. The word cardiograph would be developed as a vocabulary word using which vocabulary expansion method?

   a. prefix-suffix combination
   b. prefix-root combination
   c. root-stem combination
   d. root-suffix combination

8. Writing, an extension of speech, was developed as a tool to help man:

   a. expand mental imageries.
   b. extend speaking abilities.
   c. illustrate story telling ideas.
   d. preserve accumulated experiences.

9. Which of the following elements of writing is not controlled by the structure of the sentence?

   a. punctuation
   b. word function
   c. word order
   d. writing style

10. Which of these is a "kernel" sentence?

   a. Did Mary run home?
   b. Mary did not run home.
   c. Mary is a girl.
   d. Mary ran to the store.

11. Read the four sentences below. Arrange them into a well-organized paragraph by selecting the correct sequential order.

(1) If their reasons for coming to college are too idealistic, they should be persuaded to strive for more realistic ones.
(2) College student advisors should not view too keenly the motives of entering freshmen.
(3) The less-able students may need to be discouraged from pursuing over-ambitious educational goals.
(4) This refocusing of students' motives should be considered a very important job of college personnel, but it must be done realistically.

The correct sequential order is:

a. 2, 1, 3, 4
b. 2, 1, 4, 3
c. 4, 2, 1, 3
d. 3, 2, 4, 1

12. Which of the following pairs of communication skills can be classified as encoding skills?

a. listening and reading
b. listening and speaking
c. reading and writing
d. speaking and writing

13. In which stage of the writing process should children make appropriate language choices?

a. experiencing
b. postwriting
c. prewriting
d. writing

14. A skills lesson plan uses which of the following formats?

a. Directed practice, lesson evaluation, independent practice, skill presentation.
b. Lesson evaluation, directed practice, skill presentation, independent practice.
c. Skill presentation, directed practice, independent practice, lesson evaluation.
d. Skill presentation, independent practice, lesson evaluation, directed practice.

15. Most authors agree that the general goal of writing instruction is to help students understand that writing is:

a. a composition of sentences that convey a specific thought.
b. a form of communication that comprises specific skills and abilities.
c. a presentation of ideas to be shared with others.
d. an organization of ideas in a written form that can be read by others.

16. During the writing stage the most important instructional objective should be to help children:

    a. apply proper punctuation rules.
    b. compose grammatically correct sentences.
    c. formulate ideas and words on paper.
    d. write correctly spelled words.

17. Both advertisement writing and announcement writing use all of the following types of language except:

    a. accurate.
    b. brief.
    c. clear.
    d. persuasive.

18. Which one of the following devices would be essential for developing coherence within a paragraph?

    a. expressive language
    b. idiomatic expressions
    c. linking expressions
    d. paragraph dialogue

19. The following directions provide an example of which type of autobiographical writing? "In a short paragraph, write about a certain period of your life covering many months, or even a year."

    a. chronicle writing
    b. descriptive writing
    c. incident writing
    d. phase writing

20. The Japanese poetry form of Haiku is characterized by:

    a. structured poems about nature.
    b. structured poems of nonsense.
    c. unstructured poems about any subject.
    d. unstructured poems of love.

21. Which resource would be most helpful in choosing precise words?

    a. Bartlett's Familiar Quotations
    b. Benet's Reader's Encyclopedia
    c. Roget's Thesaurus
    d. Webster's New World Dictionary

22. Which of the following lists the correct sequential procedures for teaching report writing?

a. Gather information, organize information, select topic, write report, proofread report.
b. Gather information, select topic, organize information, write report, proofread report.
c. Select topic, organize information, gather information, write report, proofread report.
d. Select topic, gather information, organize information, write report, proofread report.

23. A principle that should guide the teacher in planning creative writing activities is that creativity:

a. can be taught.
b. cannot be lost.
c. is developmental.
d. is functional.

24. Which of the following sentences illustrates correct subject-verb agreement?

a. Each of us are responsible for an assignment.
b. The ads one sees in a newspaper are asking for someone with college training.
c. The criteria for an efficient secretary is listed in the manual.
d. The need for a college graduate in certain fields have dropped.

25. Which of the literary devices listed below is used in this line of poetry? "The porcupine, a living pin cushion, moved slowly across the road."

a. alliteration
b. metaphor
c. personification
d. simile

26. An example of a writing objective in the affective domain would be helping children to:
a. analyze their written product.
b. develop a penchant for writing.
c. increase their writing vocabulary.
d. organize their thoughts into a written form.

27. The correct sequence of steps for effective teaching of creative writing skills is:

a. experiencing, listening, speaking, writing.
b. experiencing, writing, listening, speaking.
c. listening, experiencing, writing, speaking.
d. speaking, listening, experiencing, writing.

28. The first step in helping children use newly acquired vocabulary words for writing is to:

a. list groups of words on the board.
b. provide a memorable experience.
c. use a dictionary activity.
d. write a language experience story.

29. The method to use when teaching spelling in relation to writing depends on the student's:

a. knowledge of syllabication rules.
b. misspelling patterns.
c. rote memorization abilities.
d. auditory and visual perception abilities.

30. In teaching letter writing, the focus of instruction should be on content rather than form because the content:

a. achieves the purpose.
b. governs the mechanics.
c. indicates the style.
d. sets the tone.

31. During the writing process, proofreading is an integral part of the:

a. postwriting stage.
b. prewriting stage.
c. writing stage.
d. all of the above.

32. The ability to spell depends <u>mainly</u> on:

a. recognition of letter and sound combinations.
b. memorization of word lists.
c. varied encounters with words.
d. knowledge of structural elements in words.

33. When filling in forms, one must make use of certain writing skills. An example of such a skill is:

a. evaluating the form requesting the information.
b. giving information in the manner that is requested.
c. realizing the necessity of filling out forms.
d. understanding the structure of the form.

34. Most authors agree that teacher evaluation of children's writings should depend on the:

a. focus of the written product.
b. mechanical aspects of the writing.
c. number of errors noted on the papers.
d. students' previously graded papers.

35. Which of the following expressional skills is required in writing but not in speech?

a. creativity of expression
b. description of experiences
c. formality of presentation
d. organization of thought

APPENDIX L

CONTENTS

UNIT I - - WRITING FUNDAMENTALS

. Reference Resources

Lesson 1 - Alphabetical Order
Lesson 2 - Dictionary - Guide and Entry Words
Lesson 3 - Dictionary for Meaning
Lesson 4 - Dictionary for Spelling
Lesson 5 - Thesaurus
Lesson 6 - Encyclopedia Topics
Lesson 7 - Encyclopedias
Lesson 8 - Library Card Catalog

. Vocabulary Awareness

Lesson 9 - Suffixes
Lesson 10 - Sensory Words
Lesson 11 - Specific Words
Lesson 12 - Similes
Lesson 13 - Metaphors

. Sentence Writing

Lesson 14 - Sentence Recognition
Lesson 15 - Types of Sentences
Lesson 16 - Subject and Predicate
Lesson 17 - Sentence Expansion

. Paragraph Writing

Lesson 18 - Topic and Detail Sentences
Lesson 19 - Time-Order Paragraph

UNIT II - - FUNCTIONAL WRITING

. Letter Writing

Lesson 1 - Friendly Letter Form
Lesson 2 - Friendly Letter Content
Lesson 3 - Envelope
Lesson 4 - Business Letter Form
Lesson 5 - Business Letter Content

. Report Writing

Lesson 6 - Notes
Lesson 7 - Outline
Lesson 8 - Report

. Form Writing

Lesson 9 - Fill-In-Forms

CONTENTS (Cont'd)

UNIT III - - CREATIVE WRITING

. Story Writing

Lesson 1 - Character
Lesson 2 - Setting
Lesson 3 - Plot

. Poetry Writing

Lesson 4 - Free Verse
Lesson 5 - Cinquain
Lesson 6 - Haiku
Lesson 7 - Couplet
Lesson 8 - Limerick

APPENDIX M

Title IV-C Using the Second "R" Project

OBSERVATION OF LESSON IMPLEMENTATION

1978-79

This instrument has been developed to assess the strengths and weaknesses of the pilot tested instructional design as well as the degree of implementation of pilot materials. The data gathered will assist project evaluators in monitoring implementation and will also assist project staff in identifying those lesson characteristics which need to be revised.

PART I - DEMOGRAPHIC INFORMATION

Date: _____

Name: _____
(Project Staff Member)

Grade: _____

Length of this visit (min.) _____

Teacher's Name: _____

School: _____

Room # _____

Unit Taught: _____

Relates to: _____

Title of Lesson(s): _____

PART II - REACTIONS TO LESSON

Directions: Read each statement and circle the appropriate numbered response using the following response key:

5 = Strongly agree

4 = Agree

3 = Undecided (Average)

2 = Disagree

1 = Strongly disagree

X = This statement is not applicable

IMPORTANT NOTE: Comments explaining your response to each item will be of vital use in the revision of this material.

STATEMENT	COMMENTS
1. Second R pilot materials were used exclusively in teaching the lesson. 5 4 3 2 1 X	
2. Second R pilot materials were used by the students during the lesson. 5 4 3 2 1 X	
3. Students' responses indicate that this is not the only lesson that has been pilot tested in this classroom. 5 4 3 2 1 X	

STATEMENT	COMMENTS
4. Pilot procedures and materials lent themselves to advance planning. 5 4 3 2 1 X	
5. The instructions as to how the lesson should be implemented seem to be clear. 5 4 3 2 1 X	
6. The objectives of the lesson were readily apparent. 5 4 3 2 1 X	
7. The instructional materials were used as suggested in the pilot lesson. 5 4 3 2 1 X	
8. The lesson format suggested in the pilot materials was followed. 5 4 3 2 1 X	
9. Students appeared to have enough background or previous learning to understand the lesson. 5 4 3 2 1 X	

STATEMENT	COMMENTS
10. The materials used permitted students the opportunity to practice the skills emphasized in the lesson. 5 4 3 2 1 X	
11. The lesson activities related to the lesson objectives. 5 4 3 2 1 X	
12. The lesson activities held the interest of students. 5 4 3 2 1 X	
13. The lesson activities were organized in a logical sequence. 5 4 3 2 1 X	
14. Students understood verbal directions that pertained to lesson activities. 5 4 3 2 1 X	
15. Students understood written directions included as a part of any activity sheets. 5 4 3 2 1 X	

STATEMENT	COMMENTS
16. Lesson activities seemed appropriate for the grade level of the pupils observed. 5 4 3 2 1 X	

APPENDIX N

Schedule of Lesson Implementation Observations

Unit I — 1978-79

Teacher's Name	Date Observed	Lesson Observed
Gene Burgman	January 29, 1979	Dictionary for Spelling
Carol Hochschild	January 29, 1979	Dictionary for Spelling
Mildred Haynes	January 30, 1979	Dictionary for Meaning
Bernard Richardson	January 31, 1979	Use of Dictionary for Spelling
Dorcas Mosee	January 31, 1979	Dictionary for Spelling
Jean Wiseman	February 2, 1979	Thesaurus - Synonyms
Arlene Benda	February 2, 1979	Using an Encyclopedia
Lois Richardson	February 5, 1979	Using an Encyclopedia
Ann Zehe	February 14, 1979	Using an Encyclopedia
Sister Helen Emerich	February 15, 1979	Similes
Janet Witbeck	February 15, 1979	Using an Encyclopedia
Zita Kripavicius	February 15, 1979	Library Card Catalog
Mary Henry	February 20, 1979	Library Card Catalog
Tommye Nix	February 21, 1979	Similes
Rebecca Walton	February 21, 1979	Vocabulary Awareness
Sheila Schneider	February 28, 1979	Metaphors
Unit II		
Mildred Haynes	April 17, 1979	Friendly Letter Form
Bernard Richardson	April 18, 1979	Friendly Letter Form
Sheila Schneider	April 24, 1979	Friendly Letter Content
Ann Zehe	April 25, 1979	Addressing an Envelope
Dorcas Mosee	April 25, 1979	Business Letter Content
Zita Kripavicius	April 26, 1979	Friendly Letter Form
Sister Helen Emerich	April 26, 1979	Business Letter Form
Arlene Benda	April 27, 1979	Business Letter Form
Jean Wiseman	April 27, 1979	Business Letter Form
Lois Richardson	April 30, 1979	Friendly Letter Form
Gene Burgman	April 30, 1979	Business Letter Form
Carol Hochschild	April 30, 1979	Business Letter Form
Rebecca Walton	April 30, 1979	Friendly Letter Content
Janet Witbeck	May 3, 1979	Business Letter Form
Mary Henry	May 14, 1979	Taking Notes
Tommye Nix	May 16, 1979	Taking Notes
Unit III		
Carol Hochschild	June 4, 1979	Create-A-Character
Lois Richardson	June 4, 1979	Filling in Forms
Gene Burgman	June 4, 1979	Create-A-Character
Mildred Haynes	June 5, 1979	Create-A-Character
Mary Henry	June 5, 1979	Create-A-Character
Tommye Nix	June 6, 1979	Create-A-Character
Bernard Richardson	June 6, 1979	Create-A-Character
Rebecca Walton	June 6, 1979	Create-A-Character
Janet Witbeck	June 7, 1979	Create-A-Character
Arlene Benda	June 8, 1979	Describe-A-Setting
Jean Wiseman	June 8, 1979	Describe-A-Setting
Dorcas Mosee	June 11, 1979	Filling in Forms

APPENDIX O

Unit Tests

1978-79

APPENDIX O

Title IV-C

Using the Second "R" Project

Unit I Test

Do NOT write in this test booklet. Mark all answers on the separate answer sheet your teacher gives to you. On this separate answer sheet, fill in the circle below the letter of the response which you feel best answers each question. There is only one answer for each question. If you are not sure of the answer, please guess. PLEASE NOTE: You should begin with question number 31 on your answer sheet.

31. Which of the following sentences contains a metaphor?

a. He is as quick as a whip.
b. The whole world is a stage.
c. The locomotive went quickly down the track.
d. The whistle went "toot, toot, toot!"

32. In a paragraph the purpose of words such as First, Next, and Finally is to

a. aid in using correct punctuation
b. describe the setting of the paragraph
c. identify the topic sentences
d. tell the order in which things happen

Read the sentence below. Use it to answer items 33-34.

The thorny plant wilted in the garden because of the lack of water.

33. Which word in the sentence is a descriptive word?

a. because
b. lack
c. plant
d. thorny

34. What word would you use instead of plant to create a specific image?

a. rosebush
b. thorny
c. water
d. wilted

35. What kind of information is found in an encyclopedia?

a. a school play
b. kinds of rocks
c. score of a football game
d. today's weather report

36. Read sentences (1) and (2) below. Choose the word with the correct suffix that best completes the second sentence.

(1) It would not rain today because there was not a cloud in the sky.

(2) It would not rain today because of the _____ sky.

a. cloudful
b. cloudiness
c. cloudless
d. cloudy

37. Select the guide words that would be used to find the word cart on a page in a dictionary.

a. can -- car
b. card -- carp
c. carp -- cast
d. cat -- cave

38. The sentence that states the main idea in a paragraph is called the

a. conclusion sentence
b. detail sentence
c. first sentence
d. topic sentence

Read the following paragraph. Use it to answer items 39-41.

(1.) Next, keep the person warm by covering him with a blanket or coat.
(2.) Finally, if the injured person is conscious give him something to drink.
(3.) First, turn the injured person on his back making sure his head is low.
(4.) There are three things to do when helping an injured person in shock.

39. Rearrange the four sentences in this jumbled paragraph into their correct order. Choose the letter that gives the correct order.

a. 3, 4, 1, 2
b. 3, 1, 2, 4
c. 4, 3, 2, 1
d. 4, 3, 1, 2

40. What is the topic sentence of this paragraph?

a. 1
b. 2
c. 3
d. 4

41. The words First, Next and Finally in the paragraph are called

a. number words
b. place words
c. related words
d. time order words

42. A paragraph is a group of sentences concerning one

a. column
b. main idea
c. phrase
d. sentence

43. Sentences that tell more about the main idea in a paragraph are called

a. creative sentences
b. detail sentences
c. functional sentences
d. general sentences

44. What is the subject of the following sentence?

The magic wand flew quickly in the air.

a. flew quickly
b. in the air
c. magic wand flew
d. the magic wand

45. Which group of words is arranged in alphabetical order?

a. able, animal, ants, art
b. able, art, animal, ants
c. ants, able, art, animal
d. art, ants, animal, able

46. When writing, each new main idea requires a new

a. chapter
b. heading
c. paragraph
d. title

47. Which of the following sentences tells about the house in the most descriptive way?

a. It was a house.
b. It was a grey house.
c. It was an old grey weather-beaten house.
d. It was an old house.

48. If you were to add the suffix ful to the word beauty the correct word would be

a. beautaful
b. beautful
c. beautiful
d. beautyful

49. Choose the group of words below which is a complete sentence.

a. Has a gas station
b. The boy rode his bike
c. The red, white and blue flag
d. Went camping last night

50. The long a sound is sometimes spelled out by using which of the following letters.

a. at
b. ee
c. ei
d. ou

51. What is the predicate of the following sentence?

The brown bear roared.

a. bear
b. brown
c. roared
d. The

52. Which one of the following groups of words describe sounds?

a. furry, fuzzy, breezy, dizzy
b. hiss, groan, crash, thump
c. hobble, skip, peel, wash
d. smoky, juicy, bitter, fragrant

53. The first line of each new paragraph is always

a. divided
b. indented
c. labeled
d. underlined

54. Synonyms for the word brave would be found in which of these reference resources?

a. dictionary
b. encyclopedia
c. library card catalog
d. thesaurus

55. Choose the correct punctuation for the following sentence.

Where did you put your shoes

a. comma (,)
b. exclamation point (!)
c. period (.)
d. question mark (?)

56. Which of the sentences below is a command?

a. Are the carrots growing
b. Go and close the door
c. The firetrucks dashed up the street
d. The kitten purred loudly

57. Which of the following sentences contains a simile?

a. The heat was climbing in the room.
b. The hot room made us very tired.
c. The room was as hot as a furnace.
d. The tiny classroom was very hot.

58. Below are examples of guide letters on the drawers of a library card catalog. Which drawer would you use to find a book about Abraham Lincoln?

a. [A - B]
b. [D - F]
c. [G - L]
d. [M - R]

59. Select the meaning of the word run as it is used in this sentence. The boy will run home after school.

a. A unit of score in a baseball game.
b. To be a candidate in an election.
c. To go or move all the time.
d. To move the legs very quickly when walking.

60. Topics in an encyclopedia are listed in:

a. alphabetical order
b. no special order
c. numerical order
d. subject order

Title IV-C

Using the Second "R" Project

Unit 1I Test

Do NOT write in this test booklet. Mark all answers on the separate answer sheet your teacher gives to you. On this separate answer sheet, fill in the circle below the letter of the response which you feel best answers each question. There is only one answer for each question. If you are not sure of the answer, please guess. PLEASE NOTE: You should begin with question number 36 on your answer sheet.

36. Which of the following is included in a business letter but not in a friendly letter?

a. closing
b. greeting
c. inside address
d. heading

37. Filling out forms requires that you write your information

a. accurately
b. comically
c. descriptively
d. informatively

38. The Roman Numerals of an outline show

a. important details
b. main topics
c. reference resources
d. titles

39. When writing a report, the main topics in the outline can be

a. combined to form one topic sentence
b. developed into the topic sentences
c. ommitted when writing the paragraphs
d. written as detailed sentences in a paragraph

40. An important step in outlining is to

a. check information in reference resources
b. decide the order of the main topics and details
c. indent main topics and sub topics
d. list all the information from one's notes

READ LIBRARY
Application for a Library Card

Please print all information except signature.
Use a pen.

Name ① (Last) (First) Date of Birth ②

Address ③ Telephone ④

City ⑤ State ⑥ Zip Code ⑦

Parent's Name ⑧
(Required for children under the age of 16.)

Signature ⑨

Date ⑩

41. Which one of the following should go in Blank 1 on the form?

a. Applegate, Joan
b. Joan Applegate
c. Joan Applegate
d. Read Library

42. Which one of the following should go in Blank 9 on the form?

a. Applegate, Joan
b. Joan Applegate
c. Joan Applegate
d. Mr. James Applegate

43. Where is the sender's address located on an envelope?

a. right-hand corner
b. center
c. lower right-hand corner
d. upper left-hand corner

44. The message of a business letter must be

a. brief
b. outlined
c. personal
d. printed

45. To outline means to

a. put related ideas in order
b. select an interesting topic
c. take notes in phrases
d. write a two paragraph report

46. The body of a friendly letter is for the purpose of

a. applying for a job as a paper carrier
b. complaining to the store about a broken toy
c. ordering a special magazine
d. sharing interesting news with a friend or relative

Reading the following parts of a friendly letters. Use it to answer items 47-50.

1. Your friend,

2. 371 Maple Street
Columbus, Ohio 43215
March 31, 1980

3. Yesterday my sister and I visited the zoo. We saw many different kinds of animals. My favorite animal was the gorilla. It sat in the middle of the cage and scratched itself. I took a picture of it. Next time we see each other, I will show it to you.

4. Kevin

5. Dear Michael,

47. What is the label for part 1 of the above friendly letter?

a. body
b. closing
c. greeting
d. signature

48. What is the label for part 4 of the above friendly letter?

a. body
b. closing
c. greeting
d. signature

49. What is the label for part 5 of the above friendly letter?

a. body
b. closing
c. greeting
d. signature

50. Rearrange the parts of the friendly letter into their correct order. Choose the letter that gives this correct order.

a. 5, 2, 4, 3, 1
b. 2, 5, 3, 1, 4
c. 4, 2, 3, 5, 1
d. 2, 5, 3, 4, 1

51. Which of the following items would appear on the second line of an envelope?

a. city and state
b. name
c. street
d. zip code

52. Which one of the following inside addresses is punctuated correctly?

a. Jones Company
457 State Street
Toledo, Ohio, 44109

b. Jones Company
457 State Street
Toledo, Ohio 44109

c. Jones Company
457 State .Street.
Toledo.Ohio.44109

d. Jones Company
457 State Street
Toledo Ohio 44109

53. When writing a friendly letter, remember to

a. make it brief and to the point
b. tell enough to make your letter interesting
c. write about things that only interest you
d. include all the events that have happened to you

54. Every report should have

a. pictures
b. time - order words
c. two paragraphs
d. a title

Use the paragraph below to answer Items 55-58.

Venus's-Flytrap

(1.) A Venus's-flytrap is a plant which catches and eats insects. (2.) The upper part of the plant's leaves acts as a trap. (3.) Each upper leaf is divided into two lobes. (4.) Fine hairs grow on the surface of the lobes. (5.) When an insect lands on these hairs, the two lobes close. (6.) The insect is trapped inside. (7.) Special juices help to dissolve the insect. (8.) After the insect is dissolved the lobes open. (9.) The leaf is ready to catch another victim.

55. Which question would be used to help take notes from the paragraph?

a. How did the Venus's-flytrap get its name?
b. How does the Venus's-flytrap catch and eat insects?
c. How does the Venus's-flytrap secrete its special juices?
d. Where does the Venus's-flytrap grow?

56. Which sentence describes a Venus's-flytrap leaf?

a. No. 1
b. No. 2
c. No. 3
d. No. 9

57. What note would be used to tell how the leaves look?

a. catches victim
b. acts as a trap
c. divided into lobes
d. eats insects

58. Which sentence would not be used for a note when explaining how the plant catches insects?

a. No. 4
b. No. 5
c. No. 7
d. No. 9

59. What information would be included in a business letter of complaint?

a. a picture of the product
b. an explanation of the problem
c. the person who used the product
d. the reason for purchasing the product

60. When writing a research report

a. change the author's meaning
b. copy every word from the book to make a long report
c. put the author's thoughts into your own words
d. change the author's ideas into phrases

61. The capital letters in an outline show

a. important details
b. main topics
c. reference resources
d. titles

62 Where is the receiver's address located on an envelope?

a. center
b. upper left-hand corner
c. upper right-hand corner
d. lower right-hand corner

63. Which of the following items would appear on the first line of an envelope?

a. city and state
b. name
c. street
d. zip code

64. When taking notes remember to write only the

a. detailed facts
b. general topics
c. important ideas
d. topic sentence

65. Which of these is not a step to follow when filling out forms?

a. Follow directions accurately.
b. Read the form before filling it out.
c. Talk to friends when filling out a form.
d. Write information that is requested.

Below is the heading of a friendly letter. Use it to complete Items 66-68.

1. 1212 First St.

2. Cleveland, Ohio 44139

3. March 1 1980

66. What type of error is contained in line 1?

a. a capitalization error
b. an indentation error
c. a punctuation error
d. no error

67. What type of error is contained in line 2?

a. a capitalization error
b. an indentation error
c. a punctuation error
d. no error

68. What type of error is contained in line 3?

a. a capitalization error
b. an indentation error
c. a punctuation error
d. no error

69. Detailed sentences in a report should

a. be indented
b. be the topic sentence of the paragraph
c. follow the order of the outline
d. state the author's exact words

70. What information is included in the inside address?

a. address, city, state, zip code
b. closing, sighature, date, zip code
c. company name, address, city, state, zip code
d. company name, company address, date, zip code

Title IV-C

Using the Second "R" Project

Unit III Test

Do NOT write in this test booklet. Mark all answers on the separate answer sheet your teacher gives to you. On this separate answer sheet, fill in the circle below the letter of the response which you feel best answers each question. There is only one answer for each question. If you are not sure of the answer, please guess. PLEASE NOTE: You should begin with question number 25 on your answer sheet.

25. The plot of a story should contain a

a. comical character.
b. happy ending.
c. picture of a character.
d. problem to be solved.

Read this paragraph to answer question #26.

The Smiths' backyard showed signs of spring everywhere this bright, sunny Easter morning. The branches of the apple tree were full of tiny green buds, that would soon become leaves. Several birds flew from limb to limb. The daffodils, near the side fence, had opened their yellow cups and shades of red and yellow peeked through the tops of the tulip plants. This would be a perfect place for the egg hunt after church, thought Mrs. Smith.

26. This paragraph briefly describes which important element of a story?

a. characters
b. plot
c. purpose
d. setting

27. The words, blue, shoe, two, and new would be used as rhyming words to write which type of poetry?

a. Cinquain
b. Couplet poetry
c. Free verse
d. Haiku

Read this poem and answer question #28.

A Bed

A bed is a warm snuggly place where you can . . .
read your favorite book.
fall asleep with the light on.
rest from the heat of the day.
lie on and day dream.
My bed _____ My safe place!

28. The poem is an example of

a. Cinquain
b. free verse
c. haiku
d. limerick

29. Haiku poetry usually has

a. a 5-7-5 syllable pattern
b. five lines
c. personification
d. rhyming words

30. A limerick is a humorous poem consisting of how many lines?

a. five
b. six
c. three
d. two

31. The third line of a cinquain poem contains

a. four synonyms about the title
b. one word expressing feelings
c. three words that show action
d. two words that describe something

32. A writer develops the character of his story by letting the character

a. give a preview of what will happen in story.
b. say and do things that tell about himself.
c. tell about things as they happen.
d. unexpected things throughout the story.

33. The setting of a story should include four parts: where the story takes place, when it takes place, how long it takes place and how

a. the characters feel
b. the events happen
c. the place looks
d. to get to the place

34. Free verse is poetry that is written

a. as a special five-line poem describing someone.
b. as a special three-line poem about nature.
c. in phrases or sentences with rhyming words.
d. in phrases or sentences without rhyming words.

Use the following lines to answer question #35.

The high flying gull
Swooped down on to the water

35. Choose the last line for this Haiku poem.

a. And caught his dinner.
b. And gathered a fish in his beak.
c. And landed.
d. With a splash.

Read this sentence to answer question #36.

Jackie sat on the hot slippery sand.

36. Select the line that best completes this couplet poem.

a. Building a castle over her feet.
b. Hiding her eyes from the sun.
c. Holding a silvery-pink shell in her hand.
d. Staring out onto the cool blue water.

Read this poem to answer question #37.

Winter
Snowy, icy
Slipping, sliding, falling
Cold, gloomy, freezing, chilly

37. Select the line that completes this cinquain poem.

a. Cold days
b. Icicles
c. January
d. Snow fights

38. The character of a story is developed by telling about the character's personality, name, and

a. address
b. hobbies
c. physical appearance
d. setting

39. Which of these tells the plot, or writer's plan, of a story?

a. character's feelings.
b. events or actions that take place.
c. places where action takes place.
d. times when action takes place.

40. To help the reader feel a part of the story setting, the writer should use words that show:

a. action
b. description
c. feelings
d. happenings (events)

41. Haiku poetry expresses a writer's thoughts about

a. a feeling
b. a purpose
c. humor
d. music

42. A five-line unrhymed poem describing someone or something is which type of poetry?

a. cinquain
b. couplet
c. haiku
d. limerick

43. Which sentence shows the development of a character?

a. Jeff began to fry the chicken in the large skillet.
b. Lisa, an attractive teenager, appeared bashful standing against the wall.
c. The old pot bellied stove sat in the corner of the poorly lit kitchen.
d. While climbing the stairs, Lisa stumbled and fell down the steps.

44. Which type of poetry should be written to sound like everyday speech?

a. couplet poetry
b. free verse
c. haiku poetry
d. limerick verse

45. Haiku poetry is usually about

a. nature
b. sports
c. trees
d. work

46. Couplet poetry is

a. One or many lines that rhyme.
b. Poem of five lines.
c. Three lines that rhyme.
d. Two lines that rhyme.

Read this poem to answer question #47.

There was a young lady names Joan.
Who never used a comb.
Her hair was a fright.
It looked such a sight.

47. Choose the correct ending for this limerick.

a. A girl like that isn't right
b. A girl like that should stay home
c. Joan needs a comb
d. She surely should comb her hair

Read this paragraph to answer question #48.

The inflated raft floated into the dark cave. Mark turned on his flash light to see more clearly. Suddenly a strange 3-eyed water creature emerged from the murky waters. The children screamed with terror and fright.

48. This paragraph tells a brief part of a story. The underlined sentence tells about the story's

a. characters
b. ideas
c. plot
d. setting

APPENDIX P

1. Curriculum Material Evaluation

2. Reaction Summary Sheet

APPENDIX P
Title IV-C Using the Second R Project

CURRICULUM MATERIAL EVALUATION

Name of Consultant _____ Date of Review _____ Title of Lesson _____

Instructions: Based upon your review of the lesson material, indicate your response to each of the following statements. Read each statement, then check the appropriate numbered response using the key below each response. Each key is based on a 5-point scale, with 5 indicating the most positive response and 1 indicating the most negative response. The 3 rating for all responses indicates the "average" category along each continuum. An X indicates that this statement is not applicable. If you rate an item with the X, please indicate WHY it is not applicable in the comments section.

IMPORTANT NOTE: Regardless of your response, we would appreciate your comments especially as they relate to improving the lesson. If you require more space, please use the other side of this response sheet. Thank you.

A. CLARITY	COMMENTS
1. Lesson objectives are clearly stated. 5 Very Clear — 4 — 3 — 2 — 1 Not At All Clear — X	
2. The outline of materials needed is clearly stated. 5 Very Clear — 4 — 3 — 2 — 1 Not At All Clear — X	

A. CLARITY (Continued)

3. The "preparation" section is clearly stated for the teacher.

5 (Very Clear) — 4 — 3 — 2 — 1 (Not At All Clear) X

4. The "procedures" section for the teacher is clear.

5 (Very Clear) — 4 — 3 — 2 — 1 (Not At All Clear) X

5. The evaluation technique is clearly stated for the teacher.

5 (Very Clear) — 4 — 3 — 2 — 1 (Not At All Clear) X

6. The activity worksheet directions for students are understandable.

5 (Very Understandable) — 4 — 3 — 2 — 1 (Not At All Understandable) X

7. The lesson has clearly identified answer keys for all activity sheets/evaluation instruments.

5 (Key Included And Identified) — 4 — 3 — 2 — 1 (Key Not Included Or Identified) X

B. EFFECTIVENESS	COMMENTS
1. The objective(s) are directly related to a writing or writing related task. 5 (Objective(s) Directly Related) — 4 — 3 — 2 — 1 (Objective(s) Not At All Related) — X	
2. The "preparation" section adequately describes what the teacher must do to prepare for the lesson. 5 (Description Adequate) — 4 — 3 — 2 — 1 (Description Not At All Adequate) — X	
3. The "producing" section is directly related to the "focusing" and "developing"sections. 5 (Directly Related) — 4 — 3 — 2 — 1 (Not At All Related) — X	
4. The spelling component adequately prepares the student to complete the activities in the "producing" section. 5 (Very Adequately Prepares) — 4 — 3 — 2 — 1 (Does Not At All Prepare) — X	

B. EFFECTIVENESS (Continued)	COMMENTS
5. The instructional activities facilitate the attainment of the lesson's objectives. 5 — 4 — 3 — 2 — 1 X 5: Activities Very Adequately Facilitate Attainment 1: Activities Do Not At All Facilitate Attainment	
6. The lessons features a variety of instructional methods. 5 — 4 — 3 — 2 — 1 X 5: Variety Featured 1: No Variety At All	
7. The lesson's content directly relates to the stated topic for the lesson. 5 — 4 — 3 — 2 — 1 X 5: Directly Related 1: Not At All Related	
8. The "evaluation" measures the outcome of the lesson as defined by the objectives. 5 — 4 — 3 — 2 — 1 X 5: Measures The Objective's Attainment Very Adequately 1: Does Not Measure The Objective's Attainment At All	

1. The materials required are readily available to most classroom teachers. 5 Readily Available — 4 — 3 — 2 — 1 Not At All Available	X	
2. A teacher with little prior knowledge of the lesson's content could easily implement the lesson. 5 Little Prior Knowledge Required — 4 — 3 — 2 — 1 Extensive Prior Knowledge Required	X	
3. The activities in the "procedure" section are arranged in a logical sequence. 5 Sequence Logical — 4 — 3 — 2 — 1 Sequence Illogical	X	
4. The lesson will hold the interest of students. 5 Lesson Very Interesting — 4 — 3 — 2 — 1 Lesson Not At All Interesting	X	
5. The lesson's content is adaptable for most school settings (e.g. rural, suburban/urban, integrated, segregated). 5 Very Adaptable — 4 — 3 — 2 — 1 Not At All Adaptable	X	

C. USABILITY (Continued)	COMMENTS
6. The learning activities proposed are appropriate for fourth or fifth grade students. ____ 5 Very Appropriate ____ 4 ____ 3 ____ 2 __X__ 1 Not At All Appropriate	

How would you rate this lesson on overall quality (e.g. usability, clarity, effectiveness, appropriateness, etc.)?

____ 5 Excellent ____ 4 ____ 3 ____ 2 ____ 1 Poor

General Comments: _____

Suggested Revisions: _____

(Please use other side if necessary.)

APPENDIX P

Using the Second "R" Project

Reaction Summary Sheet

Name of Reviewer _____

The first two items relate to your general impressions concerning all of the lessons which have been developed, including the lessons you reviewed in-depth and the remaining lessons which will make up the total instructional kit. In order to answer these questions, you will have to examine the remaining lessons as to general content, appearance, etc.

1. Is the format of the lessons and activity sheets appealing?

   YES ____ NO ____

   If "no", please explain how the format could be improved. _____

   _____

2. Is there a sequential development of skills within each of the Units?

   Unit I YES ____ NO ____

   If "no", what skills are lacking? _____

   Unit II YES ____ NO ____

   If "no", what skills are lacking? _____

   Unit III YES ____ NO ____

   If "no", what skills are lacking? _____

3. This item concerns the content validity of the post-test items relating only to those lessons which you reviewed in-depth using the curriculum material evaluation form. The items you should examine are indicated by lesson number on the attached test(s).

   Do you feel the items generally had content validity?

   YES ____ YES WITH SOME RESERVATIONS ____ NO ____

   If you answered "no" or "yes with some reservations", indicate the number of the test items which you feel are not valid. ITEM # _____

4. Do you have any general comments concerning the lessons, the test, or any other aspect of these materials?

   _____

   _____

   _____

   _____

   _____

   _____

APPENDIX Q

1. Observation of Lesson Implementation
2. Field-Testing Observation Schedule

1979-80

Title IV-C Using the Second "R" Project

OBSERVATION OF LESSON IMPLEMENTATION

This instrument has been developed to assess the strengths and weaknesses of the project instructional approach as well as the degree of implementation of project materials. The data gathered will assist project evaluators in monitoring implementation and will also assist project staff in identifying those lesson characteristics which need to be revised.

PART I - DEMOGRAPHIC INFORMATION

Date: _____

Name: _____
(Project Staff Member)

Grade: _____

Length of this visit (min.) _____

Teacher's Name: _____

School: _____

Room # _____

Unit Taught: _____

Relates to: _____

Title of Lesson(s): _____

PART II - REACTIONS TO LESSON

Directions: Read each statement and circle the appropriate numbered response using the following response key:

5 = Strongly agree

4 = Agree

3 = Undecided (Average)

2 = Disagree

1 = Strongly disagree

X = This statement is not applicable

IMPORTANT NOTE: Comments explaining your response to each item will be of vital use in the revision of this material.

STATEMENT	COMMENTS
1. Second R project materials were used exclusively in teaching the lesson. 5 4 3 2 1 X	
2. Second R project materials were used by the students during the lesson. 5 4 3 2 1 X	
3. Students' responses indicate that this is not the only lesson that has been field tested in this classroom. 5 4 3 2 1 X	

STATEMENT	COMMENTS
4. Project procedures and materials lent themselves to advance planning. 5 4 3 2 1 X	
5. The instructions as to how the lesson should be implemented seem to be clear. 5 4 3 2 1 X	
6. The objectives of the lesson were readily apparent. 5 4 3 2 1 X	
7. The instructional materials were used as suggested in the project lesson. 5 4 3 2 1 X	
8. The lesson format suggested in the project materials was followed. 5 4 3 2 1 X	
9. Students appeared to have enough background or previous learning to understand the lesson. 5 4 3 2 1 X	

STATEMENT	COMMENTS
10. The materials used permitted students the opportunity to practice the skills emphasized in the lesson. 5 4 3 2 1 X	
11. The lesson activities related to the lesson objectives. 5 4 3 2 1 X	
12. The lesson activities held the interest of students. 5 4 3 2 1 X	
13. The lesson activities were organized in a logical sequence. 5 4 3 2 1 X	
14. Students understood verbal directions that pertained to lesson activities. 5 4 3 2 1 X	
15. Students understood written directions included as a part of any activity sheets. 5 4 3 2 1 X	

STATEMENT	COMMENTS
16. Lesson activities seemed appropriate for the grade level of the pupils observed. 5 4 3 2 1 X	

Using the Second "R" Project

Field-Testing Observation Schedule

Unit I

Date	Day	School	Time	Teacher
2/25/80	Monday	Miles Standish	1:30	Ann Blakemore
2/26/80	Tuesday	Miles Standish	9:00	Robert Udovic
"	"	Denison	9:40	Jacqueline Poole
"	"	"	10:35	Dorothy Burton
"	"	J. D. Rockefeller	12:50	Juanita Childress
"	"	Clark	1:40	Clarence Miller
2/27/80	Wednesday	Robert Fulton	10:50	Ronald Kosiba
"	"	"	10:50	Doris Thomas
"	"	Chesterfield	1:35	Zoe Morgan
2/28/80	Thursday	Longwood	9:30	Ruby Townes
"	"	"	10:20	Marilyn Metta
"	"	Halle	10:30	Walter Durkas
2/29/80	Friday	Paul Revere	10:30	Yvonne Matthews
"	"	"	11:45	Vernie Allison
3/3/80	Monday	Ascension	9:30	Sister Natalie Hass
3/4/80	Tuesday	J. D. Rockefeller	9:40	Ronald Miller
"	"	A. J. Rickoff	10:00	Paula King
"	"	"	10:45	Beatrice Heath
"	"	Halle	1:40	Linda Vladika
3/5/80	Wednesday	Chesterfield	9:40	Janet Bone
"	"	Holy Name	10:00	Marilyn Warzecha
"	"	"	10:45	Sister Helen Fox
3/6/80	Thursday	Clark	10:20	Madeline Dyson
"	"	Marion Seltzer	1:00	Ida Gadson
"	"	"	1:45	Ann Firestos
3/7/80	Friday	East Madison	10:40	Ellen Thompson

Using the Second "R" Project

Field-Testing Observation Schedule

Writing Fundamentals - Unit II

Date	Day	School	Time	Teacher
3/25/80	Tuesday	A. J. Rickoff	10:00	Paula King
"	"	"	10:55	Beatrice Heath
"	"	Clark	1:40	Clarence Miller
3/26/80	Wednesday	Robert Fulton	10:50	Ronald Kosiba
"	"	Chesterfield	1:35	Zoe Morgan
3/31/80	Monday	Miles Standish	1:30	Ann Blakemore
4/1/80	Tuesday	Denison	9:40	Jacqueline Poole
"	"	"	10:35	Dorothy Burton
4/9/80	Wednesday	Robert Fulton	10:50	Doris Thomas
4/10/80	Thursday	Longwood	9:45	Marilyn Metta
"	"	Marion Seltzer	1:00	Ida Gadson
4/11/80	Friday	Paul Revere	10:30	Yvonne Matthews
"	"	"	11:45	Vernie Allison
4/14/80	Monday	East Madison	9:00	Roselyn Patterson
"	"	"	10:20	Ellen Thompson
4/15/80	Tuesday	Miles Standish	9:00	Robert Udovic
"	"	J. D. Rockefelier	12:50	Juanita Childress
"	"	Halle	1:40	Linda Vladika
4/16/80	Wednesday	Holy Name	10:00	Marilyn Warzecha
"	"	"	10:45	Sister Helen Fox
4/17/80	Thursday	Hall	10:30	Walter Durkas
4/21/80	Monday	Ascension	9:30	Sister Natalie Hass
"	"	"	10:15	Sister Madonna Fortman
4/22/80	Tuesday	J. D. Rockefeller	9:40	Ronald Miller
4/23/80	Wednesday	Longwood	10:20	Ruby Townes
4/24/80	Thursday	Marion Seltzer	9:40	Ann Firestos
"	"	Clark	10:20	Madeline Dyson
4/30/80	Wednesday	Chesterfield	9:40	Janet Bone

Using the Second "R" Project

Field-Testing Observation Schedule

Functional Writing - Unit III
and
Creative Writing - Unit IV

Date	Day	School	Time	Teacher	Unit
5/23/80	Friday	Paul Revere	10:30	Yvonne Matthews	IV
"	"	"	11:45	Verdie Allison	III
5/28/80	Wednesday	Holy Name	10:00	Marilyn Warzecha	IV
"	"	"	10:45	Sister Helen Fox	III
"	"	Chesterfield	1:35	Zoe Morgan	IV
5/29/80	Thursday	Longwood	9:45	Marilyn Metta	IV
"	"	Marion Seltzer	1:00	Ida Gadson	IV
6/2/80	Monday	Ascension	9:30	Sister Natalie Hass	IV
"	"	"	10:15	Sister Madonna Fortman	III
"	"	Miles Standish	1:30	Ann Blakemore or Kathleen Williams (sub.)	III
6/3/80	Tuesday	A. J. Rickoff	10:00	Paula King	IV
"	"	"	10:55	Beatrice Heath	III
6/4/80	Wednesday	Robert Fulton	10:50	Doris Thomas	IV
"	"	"	10:50	Ronald Kosiba	III
6/9/80	Monday	East Madison	9:00	Roselyn Patterson	III
"	"	"	10:40	Ellen Thompson	IV
6/10/80	Tuesday	Miles Standish	9:00	Robert Udovic	IV
"	"	J. D. Rockefeller	12:50	Juanita Childress	III
"	"	Halle	1:40	Linda Vladika	IV
6/12/80	Thursday	Marion Seltzer	9:40	Ann Firestos	IV
"	"	Clark	10:20	Madeline Dyson	III
"	"	"	11:00	Clarence Miller	IV
6/17/80	Tuesday	Denison	10:35	Dorothy Burton	IV
6/18/80	Wednesday	Chesterfield	9:40	Janet Bone	III
"	"	Longwood	10:20	Ruby Townes	IV
6/19/80	Thursday	Halle	10:30	Walter Durkas	III
6/24/80	Tuesday	Denison	9:40	Jacqueline Poole	III

APPENDIX R

1. Multiple-Choice Unit Tests

2. Writing Samples

Title IV-C

Using the Second "R" Project

1979-80 Pre-Test, Unit I

Do NOT write in this test booklet. Mark all answers on the separate answer sheet your teacher gives to you. On this separate answer sheet, fill in the circle below the letter of the response which you feel best answers each question. There is only one answer for each question. If you are not sure of the answer, please guess.

1. Which group of words is arranged in alphabetical order?

   a. able, animal, ants, art
   b. able, art, animal, ants
   c. ants, able, art, animal
   d. art, ants, animal, able

2. Which sentence contains all its words listed in alphabetical order?

   a. Al and Anne announced Anthony's arrival.
   b. Anne and Al announced Anthony's arrival.
   c. Al announced Anne and Anthony's arrival.
   d. Anne and Anthony announced Al's arrival.

3. What is the general term for books and other materials that give specific information for writing?

   a. adventure guides
   b. English handbooks
   c. reference resources
   d. review manuals

4. Which source would be most useful in finding synonyms and antonyms?

   a. dictionary
   b. encyclopedia
   c. library card catalog
   d. thesaurus

5. Which words on a dictionary page are the guide words?

   a. all the words on the page
   b. the column words on the page
   c. the respelled words on the page
   d. the words at the top of the page

Use the following sample dictionary page to answer questions 6 and 7.

loser 358 low

loser (lüz'ər) n. 1. one who loses something 2. one who is beaten in a game or battle.

lotion (lō shən) n. a liquid containing medicine.

loud (loud) adj., adv. 1. not quiet or soft; making a great sound. 2. in a loud manner: He called long and loud.

love (luv) n., v. 1. a fond deep tender feeling. 2. have such a feeling for.

low (lō) adj., adv. 1. not high or tall. 2. in a low place. 3. a humble rank.

6. Which words on this sample dictionary page are the guide words?

a. loser -- lotion
b. loser -- loud
c. loser -- love
d. loser -- low

7. Which entry word is missing from this sample dictionary page?

a. lobby
c. loom
c. lounge
d. loyal

8. Select the guide words that would be used to find the word cart on a page in a dictionary.

a. can -- car
b. card -- carp
c. carp -- cast
d. cat -- cave

9. The /ā/ sound has several spellings. In the word hay the letters ay spell the /ā/. Choose another way of spelling this sound.

a. at
b. ee
c. ei
d. ou

10. The /sh/ sound is repeated in each of these words, lotion, special, shoe, sugar. Which group of letters in these words represents the correct spelling for this sound?

a. c, s, sh, t
b. ci, s, ti, sh
c. s, t, ci, si
d. tio, cia, sh, su

11. The /er/ sound is repeated in each of these words, early, shirt, burst, term. Which group of letters in these words represents the correct spellings for this sound?

a. ar, ea, er, ir
b. ear, ir, ur, er
c. ea, u, er, t
d. a, i, u, e

Read the following sample dictionary entry and use it to answer questions 12 and 13.

---

run (run) n., v. 1. a unit of score in a sports activity. 2. to be a candidate in an election. 3. to go or move all the time. 4. to go by moving the legs rapidly.

---

12. Which definition gives the meaning of the word run as it is used in this sentence?

John told his brother to run in order to catch the ball.

a. definition 1
b. definition 2
c. definition 3
d. definition 4

13. Which definition gives the meaning of the word run as it is used in this sentence?

In the summer, the clocks run on Daylight Saving's Time.

a. definition 1
b. definition 2
c. definition 3
d. definition 4

14. What kind of information is found in an encyclopedia?

a. cast in a school play
b. kinds of rocks
c. score of a recent football game
d. today's weather report

15. Which guide topics would be used to find information on the Congo River?

a. Conglomarate -- Congregation
b. Congress -- Congressional
c. Ridge -- Rivera
d. Waste -- Water

Read the information found on the following sample page of a thesaurus. Use it to answer questions 16 and 17.

sound (n) means something that you hear.
murmur - soft sound hard to hear.
hoot - screaching cry of an owl.
roar - loud deep cry.
rumble - deep heavy continuous noise.

16. Select the synonym for the word sound in this sentence.

Jack heard the _____ of the planks as the truck moved over the old bridge.

a. murmur
b. hoot
c. roar
d. rumble

17. Select the synonym for the word sound in this sentence.

Her _____ could be heard in the next room when she closed the door on her finger.

a. murmur
b. hoot
c. roar
d. rumble

Look at the following sample Index page. Use it to answer questions 18 and 19.

558 Measles

Measles M:279
Disease D:187
Enders, John Franklin E:223
German Measles G:141
Measurement M:280
Meat M:285
Meatbird
Jay J:50
Melton, James M:315

18. Using the sample index above, under which topic would you find information about a meatbird?

a. Jay
b. Measles
c. Meat
d. Meatbird

19. In which volume would you find information on the topic meatbird?

a. volume D
b. volume E
c. volume J
d. volume M

20. Under an encyclopedia entry of MEASLES what do the words, "see also Disease; Enders, John and German Measles" mean?

a. No information is given under measles but information can be found under other topics.
b. The necessary information needed can be found under the topic, Measles.
c. Additional information on measles can be found under other topics.
d. Information on measles would only be found under that topic.

21. The drawers of the library Card Catalog are arranged in which order?

a. chronological
b. alphabetical
c. horizontal
d. numerical

Use the information from the following Catalog Card to answer questions 22-25.

Catalog Card

904.3 LINCOLN, ABRAHAM
S4 Stevens, Jay
Abraham Lincoln's boyhood days.
New York, Fox Pub. Co., 1972. 194p.

22. There are three types of catalog cards filed in the drawers of the library card catalog. Which type is shown above?

a. author
b. illustration
c. subject
d. title

23. In which drawer of the card catalog would you find the catalog card shown above?

a. A-Cr
b. Le-N
c. O-Ra
d. Re-S

24. The name Jay Stevens is written on the catalog card. He is the book's

a. author
b. editor
c. illustrator
d. publisher

25. The number in the left corner of the catalog card is important because it helps to

a. count the number of books in the library.
b. identify the author of the book.
c. identify the correct catalog drawer.
d. locate the book on the shelf in the library.

APPENDIX R (Cont'd)

Title IV-C

Using the Second "R" Project

1979-80 Pre-Test Unit II

Do NOT write in this test booklet. Mark all answers on the separate answer sheet your teacher gives to you. On this separate answer sheet, fill in the circle below the letter of the response which you feel best answers each question. There is only one answer for each question. If you are not sure of the answer, please guess.

1. What prefix can be added to the word file to make it mean "file wrongly"?

   a. mis
   b. pre
   c. re
   d. un

2. Which word containing the proper prefix will complete the sentence correctly?

   After firing the first shot, he had to _____ the rifle before shooting it again.

   a. misload
   b. preload
   c. reload
   d. unload

3. Read sentences (1) and (2) below. Choose the word with the correct suffix that will make the second sentence have the same meaning as the first sentence.

   (1) It will not rain today because there is not a cloud in the sky.

   (2) It will not rain today because of the _____ sky.

   a. cloudful
   b. cloudiness
   c. cloudless
   d. cloudy

4. Read the following sentence. Choose the correct form of the rootword tasty with the suffix ness added to complete the sentence.

   The cake's _____ is because of its special ingredients.

   a. tasteness
   b. tastiness
   c. tastness
   d. tastyness

5. Choose the sentence that uses the rootword pay with the suffix that means able to be.

   a. The telephone bill is payable on the first of the month.
   b. The mother made the monthly house payment at the bank.
   c. The payless pay days were caused by the city's money problems.
   d. The bill payer stood in line in order to pay his bill on time.

6. Which one of the following groups of sensory words describe sounds?

   a. furry, fuzzy, breezy, dizzy
   b. hiss, groan, crash, thump
   c. hobble, skip, peel, wash
   d. smoky, juicy, bitter, fragrant

7. Which group of words uses the sense of touch to describe a kitten?

   a. brown, gray, tabby
   b. chewy, crackly, crunchy
   c. fluffy, soft, warm
   d. hiss, purr, whine

8. Which group of sensory words best describes a cactus?

   a. damp, flimsy
   b. heavy, plastic
   c. sharp, prickly
   d. smooth, bitter

9. Which word would you use instead of plant to create a specific image?

   a. rosebush
   b. thorny
   c. water
   d. wilted

10. Which specific action word makes the following sentence more descriptive to the reader?

    The terrible thunderstorm shattered many windows in the house.

    a. many
    b. shattered
    c. thunder
    d. terrible

11. Choose the group of words below which is a complete sentence.

    a. Has a gas station.
    b. The boy rode his bike.
    c. The red, white and blue flag.
    d. Went camping last night.

12. Choose the group of words below that when added to the underlined phrase makes a complete sentence.

The monster movie

a. good scary
b. last night
c. many monsters
d. was shown

Read the following four sentences. Use them to answer items 13 and 14.

1. Are the carrots growing?
2. Go and close the door.
3. Wow, Gary is a fantastic player!
4. The kitten purred loudly.

13. Which sentence is a statement?

a. Sentence 1
b. Sentence 2
c. Sentence 3
d. Sentence 4

14. Which sentence is an exclamation?

a. Sentence 1
b. Sentence 2
c. Sentence 3
d. Sentence 4

15. Choose the correct end punctuation for the following sentence.

How old is your dog

a. comma (,)
b. exclamation (!)
c. period (.)
d. question mark (?)

16. Choose the correct end punctuation for the following command sentence.

Bring your school books with you

a. comma (,)
b. exclamation (!)
c. period (.)
d. question mark (?)

17. What is the subject of the following sentence?

The magic wand flew quickly in the air.

a. flew quickly
b. in the air
c. magic wand flew
d. the magic wand

18. What is the predicate of the following sentence?

The brown bear roared.

a. bear
b. brown
c. roared
d. The

19. Which sentence has the slash line placed correctly between the subject and predicate?

a. The wild dog/was howling during the night.
b. The wild dog was/howling during the night.
c. The wild/dog was howling during the night.
d. The wild dog was howling/during the night.

20. Choose the predicate that when combined with the following subject will make a complete sentence.

The koala bear

a. often hangs in trees.
b. only on leaves and buds.
c. slow moving ways.
d. soft, woolly furred.

21. In the English language, the meaning of a sentence is shown by its

a. capital letters
b. length
c. spelling
d. word order

22. Which group of words is arranged in the correct order to give a complete thought?

a. Baked chocolate cake a mother.
b. John has a yellow pencil
c. Rope jumps Susan today.
d. The school new principal has.

23. Read the four sentences below. Which sentence has a different meaning because of the change in the word order?

a. In the chess contest my brother, Michael, defeated Jim.
b. Jim defeated my brother, Michael, in the chess contest.
c. Michael, my brother, defeated Jim in the chess contest.
d. My brother, Michael, defeated Jim in the chess contest.

24. How could the word order be changed in the following statement to form a question?

The auto show was held at the museum.

a. Did the museum show the auto?
b. Did the show hold the auto museum?
c. Was the auto show held at the museum?
d. Was the old car shown at the museum?

25. What is a compound sentence?

a. A sentence with one subject and one predicate.
b. A sentence which contains two predicates.
c. A sentence which contains two subjects.
d. Two simple sentences joined together by a connecting word.

26. Which sentence is a compound sentence?

a. Are soccer and hockey played here during the week?
b. The children were working, and the parents watched them.
c. The dog barked at the mailman on the sidewalk.
d. Tom is running in the school playground with his friends.

27. What is the connecting word in the following compound sentence?

James played ball, but Jane jumped rope.

a. ball
b. but
c. jumped
d. played

28. When the words as, after or because are used in a sentence the purpose is to

a. aid in the correct use of punctuation.
b. create a specific image.
c. identify the topic sentence.
d. join related ideas.

29. Which one of the following sentences contains a subordinator?

a. Lucy's class entered the spelling contest.
b. Lucy was pleased because she had won.
c. Lucy was very happy with her prize.
d. The bell rang and Lucy went home.

30. A simple sentence can be expanded by

a. adding words or phrases that answer questions.
b. changing a statement to a question.
c. rearranging the word order of the sentence.
d. using capital letters and punctuation marks.

31. Which sentence is an expanded sentence?

a. An automobile stalled.
b. Arthur yodelled.
c. Jim ran quickly.
d. The telephone rang.

32. Which words or phrase expand the following simple sentence to explain how?

The dog barks.

a. brown shaggy
b. during the night
c. in the backyard
d. loudly

33. A paragraph is a group of sentences concerning one

a. column
b. main idea
c. phrase
d. sentence

34. The topic sentence

a. controls the word order in a paragraph.
b. gives details about the main idea.
c. is the concluding or clincher sentence.
d. states the main idea of the paragraph.

35. Detail sentences in a paragraph

a. are general statements.
b. limit the number of topic sentences.
c. always use creative ideas and phrases.
d. tell more about the main idea.

Read the following paragraph. Use it to answer items 36-38.

(1.) Next, keep the person warm by covering him with a blanket or coat.
(2.) Finally, if the injured person is conscious give him something to drink.
(3.) First, turn the injured person on his back making sure his head is low.
(4.) There are three things to do when helping an injured person in shock.

36. Rearrange the four sentences in this jumbled paragraph into their correct order. Choose the letter that gives the correct order.

a. 3, 4, 1, 2
b. 3, 1, 2, 4
c. 4, 3, 2, 1
d. 4, 3, 1, 2

37. What is the topic sentence of this paragraph?

a. 1
b. 2
c. 3
d. 4

38. The words First, Next and Finally in the paragraph are called

a. number words
b. place words
c. related words
d. time order words

39. In a paragraph the purpose of words such as First, Next, and Finally is to

a. aid in using correct punctuation
b. describe the setting of the paragraph
c. identify the topic sentences
d. tell the order in which things happen

40. The first line of each new paragraph is always

a. divided
b. indented
c. labeled
d. underlined

41. A paragraph that makes use of many synonyms, action words and sensory words when explaining a topic is called a

a. conversation paragraph
b. descriptive paragraph
c. functional paragraph
d. time order paragraph

42. When writing conversation, each time a person speaks the writing requires a new

a. chapter
b. heading
c. paragraph
d. title

43. The words, "I noticed that my bike tire was flat when I came outside for lunch.", are referred to as the

a. conversation tag
b. phrase tag
c. quotation
d. tag line

44. Which sentence shows the correct way to write conversation?

a. Mr. Grant asked, Did you ride over a nail?
b. Mr. Grant, "asked did you ride over a nail?"
c. "Mr. Grant asked did you ride over a nail"?
d. Mr. Grant asked, "Did you ride over a nail?"

Title IV-C

Using the Second "R" Project

1979-80 Pre-Test, Unit III

Do NOT write in this test booklet. Mark all answers on the separate answer sheet your teacher gives to you. On this separate answer sheet, fill in the circle below the letter of the response which you feel best answers each question. There is only one answer for each question. If you are not sure of the answer, please guess.

1. Bill wrote a letter to his aunt. Where should he write her address on the envelope?

   a. center
   b. lower right-hand corner
   c. upper left-hand corner
   d. upper right-hand corner

2. Where do you write the return address on an envelope?

   a. center
   b. lower left-hand corner
   c. lower right-hand corner
   d. upper left-hand corner

3. Which item would appear on the first line of the mailing address on an envelope?

   a. city and state
   b. name
   c. street
   d. zip code

4. Which of the following items would appear on the second line of an envelope?

   a. city and state
   b. name
   c. street
   d. zip code

5. Choose the correct order for the parts of a friendly letter.

   a. body, greeting, heading, closing, signature
   b. greeting, heading, body, signature, closing
   c. heading, greeting, body, closing, signature
   d. heading, body, greeting, signature, closing

6. Which envelope below is addressed correctly using the following information?

The letter is from Charles Taylor. He lives at 2043 Parkwood Drive, Chicago, Illinois 68522. The letter is being sent to Liz McQueen. She lives at 76 Chester Street, Burger, Ohio 41215.

1.
Charles Taylor
76 Chester Street
Burger, Ohio 41215

Liz McQueen
2043 Parkwood Drive
Chicago, Illinois 68522

2.
Liz McQueen
2043 Parkwood Drive
Burger, Ohio 41215

Charles Taylor
76 Chester Street
Chicago, Illinois 68522

3.
Charles Taylor
2043 Parkwood Drive
Chicago, Illinois 68522

Liz McQueen
76 Chester Street
Burger, Ohio 41215

4.
Liz McQueen
76 Chester Street
Burger, Ohio 41215

Charles Taylor
2043 Parkwood Drive
Chicago, Illinois 41215

a. No. 1
b. No. 2
c. No. 3
d. No. 4

Below is the heading of a friendly letter. Use it to complete Items 7-9.

1. 1212 First St.
2. Cleveland, ohio 44139
3. March 1 1980

7. What type of error is contained in line 1?

a. a capitalization error
b. an indentation error
c. a punctuation error
d. no error

8. What type of error is contained in line 2?

a. a capitalization error
b. an indentation error
c. a punctuation error
d. no error

9. What type of error is contained in line 3?

a. a capitalization error
b. an indentation error
c. a punctuation error
d. no error

10. The body of a friendly letter is for the purpose of

a. applying for a job as a newspaper carrier.
b. complaining to a store about a broken toy.
c. ordering a special magazine from a publisher.
d. sharing interesting news with a friend or relative.

11. When writing a friendly letter, remember to

a. make it brief and to the point.
b. tell enough to make your letter interesting.
c. write about things that only interest you.
d. include all the events that have happened to you.

12. In a business letter, what information is included in the inside address?

a. company name, address, city, state, zip code
b. company name, address, date, zip code
c. company name, signature, address, date
d. street address, city, state, zip code

13. Which one of the following inside addresses is punctuated correctly?

a. Jones Company
457 State Street
Toledo, Ohio, 44109

b. Jones Company
457 State Street
Toledo, Ohio 44109

c. Jones Company
457 State. Street
Toledo. Ohio. 44109

d. Jones Company
457 State Street
Toledo Ohio 44109

14. The message of a business letter must be

a. brief.
b. outlined.
c. personal.
d. printed.

15. What information would be included in a business letter of complaint?

a. a picture of the product
b. a person who used the product
c. a reason for purchasing the product
d. an explanation of the problem

16. When writing a report, the first step is to

a. limit the topic.
b. organize notes.
c. take notes.
d. write an outline.

17. Which of these reference resources would contain information about the topic, "The Cottontail Rabbit"?

a. A Book of Science Projects
b. Animals of the Woods
c. Dictionary of the English Language
d. Encyclopedia Volume T

Read the following parts of the business letter. Use it to answer Items 18 to 21.

1. Sincerely yours,

2. Magic Gadget Company
   6791 Drill Road
   Cleveland, Ohio 44104

3. 173 Oak Street
   Cleveland, Ohio 44115
   April 8, 1981

4. Please send me information about the magic trick, "Rabbit in the Hat". I saw it advertised in the weekly newspaper, The Gazette.

   I also would like a catalog with prices for your other magic kits. I am interested in ordering several kits.

   Thank you very much.

5. Kevin Stokes

6. Dear Sir or Madam:

18. What is the label for part 2 of the above business letter?

a. body
b. closing
c. inside address
d. heading

19. What is the label for part 3 of the above business letter?

a. body
b. closing
c. inside address
d. heading

20. What is the label for part 6 of the above business letter?

a. body
b. closing
c. greeting
d. signature

21. Rearrange the parts of the business letter into their correct order. Choose the letter that gives this correct order.

a. 3, 2, 6, 4, 1, 5
b. 2, 3, 6, 4, 1, 5
c. 6, 2, 3, 4, 1, 5
d. 3, 2, 6, 4, 5, 1

22. Listed below are topics for reports. Which topic has been limited in order to write a short report?

a. Houdini - Man of Tricks
b. Landforms of the Earth
c. Pets of the World
d. Science Discoveries

Use the paragraph below to answer Items 23-27.

Venus's-Flytrap

(1.) A Venus's-flytrap is a plant which catches and eats insects. (2.) The upper part of the plant's leaves acts as a trap. (3.) Each upper leaf is divided into two lobes. (4.) Fine hairs grow on the surface of the lobes. (5.) When an insect lands on these hairs, the two lobes close. (6.) The insect is trapped inside. (7.) Special juices help to dissolve the insect. (8.) After the insect is dissolved the lobes open. (9.) The leaf is ready to catch another victim.

23. Which question would be used to help take notes from the paragraph?

a. How did the Venus's-flytrap get its name?
b. How does the Venus's-flytrap catch and eat insects?
c. How does the Venus's-flytrap secrete its special juices?
d. Where does the Venus's-flytrap grow?

24. Which sentence describes a Venus's-flytrap leaf?

a. No. 1
b. No. 2
c. No. 3
d. No. 9

25. What note would be used to tell how the leaves look?

a. catches trapped victim
b. acts as a trap
c. divided into lobes
d. eats insects

26. Which sentence would not be used for a note explaining how the plant catches insects?

a. No. 2
b. No. 5
c. No. 7
d. No. 9

27. Which note below states only the important information for sentence number 7?

a. Dissolved the insect
b. Juices dissolve insect
c. Special juices help to dissolve the insect
d. The insect and special juices

28. Choose the most limited topic for a report on "Holidays".

a. Holidays Around the World
b. Holidays in the United States
c. Special Holidays
d. Thanksgiving - An American Holiday

29. When taking notes for a report, remember to write only the

a. detailed facts.
b. general topics.
c. important ideas.
d. topic sentence.

30. To outline means to

a. expand a general topic.
b. put related ideas in order.
c. select an interesting topic.
d. write a two paragraph report.

31. An important step in outlining is to

a. arrange the notes in paragraph form.
b. check information in reference resources.
c. decide the order of the main topics.
d. indent main topics and sub topics.

32. Every report must have

a. pictures.
b. time-order words.
c. two paragraphs.
d. a title.

33. When using a reference resource to write a report

a. change the author's meaning.
b. copy every word from the book to make a long report.
c. put the author's thoughts into your own words.
d. change the author's ideas into phrases.

34. Filling in forms requires that you write your information

a. accurately.
b. comically.
c. descriptively.
d. informatively.

35. When filling in a form

a. give information in the way it is asked for.
b. guess the meanings of forms abbreviations and terms.
c. supply information that is not factual.
d. write information before reading the form completely.

Below is a sample of an outline. Use it to answer questions 36 to 38.

Venus's-Flytrap

I. How the plant looks
   A. Leaf divided into lobes
   B. Fine hairs on lobes

II. How the plant catches insects
   A. Plant's leaves act as a trap
   B. Leaf lobes close after insect brushes against hairs
   C. Juices dissolve insect

36. The Roman Numerals of an outline show

a. important details.
b. main topics.
c. reference resources.
d. titles.

37. The capital letters of an outline show

a. important details.
b. main topics.
c. reference resources.
d. titles.

38. When writing a report on the Venus's-Flytrap, the two main topics in the outline can be

a. developed into topic sentences for each paragraph.
b. omitted when writing the paragraphs in the report.
c. used to write an original title for the report.
d. written as detailed sentences in a paragraph.

39. When proofreading a written item, this Mark (∧) shows that a word should be

a. added.
b. taken out.
c. rephrased.
d. respelled.

40. In the item below, what does the mark (/) mean?

Did Sue go to the /ark today?

a. add a letter to the word
b. change the letter in the word
c. change a lower-case letter to a capital letter
d. leave out a word in the sentence

41. What symbol is used to change or leave out a word when proofreading?

a. (∧)
b. (/)
c. (—)
d. (≡)

Use the form below to answer questions 42-43.

READ LIBRARY
Application for a Library Card

Please print all information except signature.
Use a pen.

Name ① _____ Date of Birth ② _____
(Last) (First)

Address ③ _____ Telephone ④ _____

City ⑤ _____ State ⑥ _____ Zip Code ⑦ _____

Parent's Name ⑧ _____
(Required for children under the age of 16.)

Signature ⑨ _____

Date ⑩ _____

42. Which one of the following should go in Blank 1 on the form?

a. Applegate, Joan
b. Joan Applegate
c. *Joan Applegate*
d. Read Library

43. Which one of the following should go in Blank 9 on the form?

a. Applegate, Joan
b. Joan Applegate
c. *Joan Applegate*
d. Mr. James Applegate

44. Proofread the following paragraph. How many mistakes are in the paragraph?

Jack went to School today? he listened to the techer. At 10:30 ~~at~~ the morning the recess bell will ring.

a. 2
b. 3
c. 4
d. 5

45. When writing a newspaper, article include

a. answers to the wh and h questions.
b. extra information about the situation.
c. possible opinions of the reporter.
d. unnecessary news related to the topic.

46. In a newspaper article, the most important facts are

a. at the beginning of the story.
b. at the end of the story.
c. in the middle of the story.
d. throughout the whole story.

47. In the sentence below which questions did the reporter answer?

> Greg Callahan, a window cleaner, climbed to the top of the tallest building in the city of New Castle early this morning.

a. how, what, who, why
b. how, when, where, why
c. how, when, who, why
d. what, when, where, who

48. Advertisement writing uses

a. factual information only.
b. methods to persuade.
c. popularity contests.
d. work pronunciations.

49. When writing ads, advertisers use all of the following <u>except</u>

a. loaded words.
b. slogans.
c. catchy phrases
d. lengthy explanations.

50. What technique is used in the following ad to influence people's thoughts about the product?

PUFF -O- POPCORN
It's fluffy, crunchy buttery and delicious. Plus, it's so good for you.

a. bandwagon
b. loaded words
c. snob appeal
d. testimonial

Title IV-C

Using the Second "R" Project

1979-80 Pre-Test, Unit IV

Do NOT write in this test booklet. Mark all answers on the separate answer sheet your teacher gives to you. On this separate answer sheet, fill in the circle below the letter of the response which you feel best answers each question. There is only one answer for each question. If you are not sure of the answer, please guess.

1. A simile is a figure of speech that

   a. compares one thing to another using the word like or as.
   b. directly compares two things by stating that one thing is another.
   c. gives human characteristics to things or objects.
   d. repeats the same sound at the beginnings of words.

2. Which of the following sentences contains a simile?

   a. The heat was climbing in the room.
   b. The hot room made us very tired.
   c. The room was as hot as a furnace.
   d. The tiny classroom was very hot.

3. In the following sentence which two things are being compared?

   The new shoes are like a squeaky mouse in a trap.

   a. mouse - trap
   b. new - squeaky
   c. shoes - mouse
   d. shoes - trap

4. A metaphor is a figure of speech that

   a. compares two different things stating that one is the other.
   b. compares two things by using the word like or as.
   c. gives human qualities to things or objects.
   d. repeats the same sound at the beginnings of words.

5. Which of the following sentences contains a metaphor?

   a. He is as quick as a whip.
   b. The whole world is a stage.
   c. The locomotive went quickly down the track.
   d. The whistle went "toot, toot, toot"!

6. Choose the sentence that changes the following sentence to a metaphor.

The blue sky is like an ocean of waves.

a. The blue sky is an ocean of waves.
b. The ocean waves are as calm as the blue sky.
c. The sky's clouds look like the waves in an ocean.
d. The sky is as blue as the ocean waves.

7. Free verse is poetry that is written

a. as a special five-line poem describing someone.
b. as a special three-line poem about nature.
c. in phrases or sentences with rhyming words.
d. in phrases or sentences without rhyming words.

8. Which type of poetry should be written to sound like everyday speech?

a. couplet poetry
b. free verse
c. haiku poetry
d. limerick verse

Use the following poem to answer question #9.

A Bed

A bed is a warm snuggly place where you can ...

read your favorite book.
fall asleep with the light on.
rest from the heat of the day.
lie on and day dream.

My bed —— My safe place!

9. The poem is an example of

a. cinquain.
b. free verse.
c. haiku.
d. limerick.

10. A five-line unrhymed poem describing someone or something is which type of poetry?

a. cinquain
b. couplet poetry
c. haiku poetry
d. limerick verse

11. Haiku poetry is usually about

a. nature.
b. sports.
c. trees.
d. work.

Use the following poem to answer questions #12 through #14.

January
Snowy, icy
Slipping, sliding, falling
Cold, gloomy, freezing, chilly

12. Select the line that completes this cinquain poem.

a. Ice skating
b. Icicles
c. Snow fights
d. Winter

13. The third line of a cinquain poem contains

a. four synonyms about the title,
b. one word expressing feelings.
c. three words that show action.
d. two words that describe something.

14. What kind of words are used in line 4 in this cinquain poem?

a. action words
b. connecting words
c. feeling words
d. subordinate words

15. Haiku poetry expresses a writer's thoughts about

a. a feeling.
b. a purpose.
c. humor.
d. music.

Use the following lines to answer questions #16 and #17.

The high flying gull
Swooped down on to the water

16. Choose the last line for this Haiku poem.

a. And caught his dinner.
b. And gathered a fish in his beak.
c. And landed..
d. With a splash.

17. Haiku poetry usually has a

a. 5-7-3 syllable pattern.
b. 5-7-5 syllable pattern.
c. 5-7-8 syllable pattern.
d. rhyming word pattern.

18. A couplet poem consists of

a. five lines describing nature.
b. three lines about someone.
c. two lines that rhyme.
d. two lines without rhyme.

19. Which set of words could you use to end each line of a couplet?

a. full - empty
b. light - night
c. sky - ocean
d. walk - stroll

Use the following sentence to answer question #20.

Jackie sat on slippery sand.

20. Which line best completes this couplet poem?

a. Building a castle on her feet.
b. Holding a pink shell in her hand.
c. Pushing the sand into a pail.
d. Staring at the cool blue water.

21. A limerick is a humorous poem consisting of how many lines?

a. five
b. six
c. three
d. two

22. Which three lines rhyme in a limerick?

a. lines 1, 2, and 5
b. lines 1, 2, and 3
c. lines 1, 3, and 4
d. lines 1, 3, and 5

23. The character of a story is developed by telling about the character's personality, name, and

a. address
b. hobbies
c. physical appearance
d. setting

24. Which sentence shows the development of a character?

a. Jeff began to fry the chicken in the large copper skillet.
b. Lisa, an attractive teenager, appeared bashful standing against the wall.
c. The old pot bellied stove sat in the corner of the poorly lit kitchen.
d. While climbing the stairs, Lisa stumbled and fell down the steps.

Use the following poem to answer questions #25 and #26.

There was a young lady named Foam.
Who never thought to use a comb.
Her hair was a fright.
It looked such a sight.

25. How many beats are in lines 3 and 4?

a. eight
b. five
c. seven
d. six

26. Choose the correct ending for this limerick.

a. Foam is surely a messy young girl.
b. Foam needs a comb and brush.
c. Foam should comb her messy hair.
d. Yes, Foam certainly should stay home.

27. A writer develops the character's personality by

a. creating suspense through telling the problem within the story.
b. describing the setting in which the character lives.
c. letting the character say and do things that tell about himself.
d. previewing what will happen in the story to make it exciting.

Use the following paragraph to answer question #28.

Brian was ready for school. "Where did I put my hat?" he asked as he looked around his room. He didn't have time to search for it anymore. He had to leave to catch the school bus. As he got on the bus he remembered he left his house key on the kitchen table. When he got to school his teacher asked for his homework. He looked in his book but it wasn't there. He looked at his teacher sheepishly. He realized he had left it at home. The teacher shook her finger at Brian and said, "You must learn not to be so forgetful."

28. This paragraph is an example of the writer trying to develop the character's

a. athletic skills.
b. health traits.
c. personality.
d. physical appearance.

29. The setting of a story should include when the story happens, how long it takes place, how the place looks and

a. how the characters feel in the story.
b. how to get to the place.
c. what specific actions happen.
d. where the story takes place.

30. To help the reader be a part of the story setting, the writer should use words that show

a. action.
b. description.
c. feeling.
d. events.

Use the following paragraph to answer questions #31 and #32.

The Smith's backyard showed signs of spring everywhere this bright, sunny Easter morning. The branches of the apple tree were full of tiny green buds, that would soon become leaves. Several birds flew from limb to limb.

Shades of red and yellow peeked through the tops of the tulip plants. This would be a perfect place for the egg hunt after church, thought Mrs. Smith.

31. This paragraph briefly describes which important part of a story?

a. characters
b. plot
c. purpose
d. setting

32. Which sentence could be added to the paragraph to help describe <u>where</u> the story happens?

a. It was early in the afternoon when Mrs. Smith hid the colorful eggs.
b. Last night, Georgie was so excited about the egg hunt that he couldn't sleep.
c. Suzie, in her peppermint pink dress, wanted to find the first egg.
d. The daffodils, near the side fence, had opened their yellow cups.

33. The plot of a story should contain a

a. comical character.
b. happy ending.
c. picture of a character.
d. problem to be solved.

34. Which of these tells the plot, or writer's plan, of a story?

a. character's feelings
b. events that take place
c. places where action happens
d. times when action takes place

35. A daily written record of personal experiences is a

a. biography.
b. diary.
c. newspaper article.
d. short story.

Use the following paragraph to answer question #36.

The inflated raft floated into the cave. Mark turned on his flash light to see more clearly. Suddenly a strange three-eyed water creature sprang from the murky waters. The children screamed with terror and fright. Their only thought was how could they get away from this horrid monster.

36. This paragraph tells a brief part of a story. The underlined sentence tells about the story's

a. ideas.
b. plan.
c. problem.
d. title.

37. Which of the following sentences would most likely be found in a diary?

a. Today I met a new friend whose name is Carla.
b. The new state highway will run north and south.
c. The opera will begin the new season next week.
d. The seven scientists met at the State Hotel at noon.

38. In a diary most people will write about

a. bank statements.
b. catalog prices.
c. homework assignments.
d. personal feelings.

39. What is an autobiography?

a. A story of a person from history, written by a famous author.
b. A story of a person's life written by himself or herself.
c. A story of a person's life written by someone else.
d. A story of an imaginary character written by oneself.

40. An autobiography will have written entries of

a. a collection of legends written by others.
b. a person's own thoughts or observations.
c. detailed facts about an animal's environment.
d. information from an encyclopedia.

41. If you were to write an autobiography, what information would you use?

a. ideas about a fictitious character in a tall tale.
b. important facts and personal details about oneself.
c. specific details about the history of the country.
d. the most current topics in the world news.

Teacher _____

Name _____ Grade _____

School _____ Date _____

On the lines below, write a letter to a friend about something that happened in school during the past week. Use your own home address and today's date for the heading of the letter. Please write clearly.

You will be evaluated on:

1. using correct capitalization and punctuation
2. including every part of a friendly letter
3. expressing your ideas in complete sentences and paragraph form.

Teacher _____

Name _____ Grade _____

School _____ Date _____

Write a three paragraph story about something that happened to you while you were on your way home from school. It can be true or make-believe. Remember to include a setting, character, problem and conclusion in your story.

Write in complete sentences. Use correct capitalization and punctuation. Indent each paragraph.

APPENDIX S

Test Results -- Statistical Tables

1979-80

Table 1

Analysis of Covariance of Grade 4 Experimental vs. Grade 4 Comparison Scores on Posttest For Unit I Using the Pretest as a Covariate

Source	SS	df	MS	F
Covariate/Pretest	2929.27	1	2929.27	310.93*
Between	333.76	1	333.76	35.43*
Within/Error	3042.32	323	9,42	
Total	6306.00	325	19.40	

GROUP	N	Pretest $\bar{X}$	UNADJUSTED POSTTEST $\bar{X}$	ADJUSTED POSTTEST $\bar{X}$
Treated	255	11.17	14.28	14.74
Comparison	71	13.73	13.86	12.20
Total	326	11.72	14.19	14.19

*$p < .01$

Table 2

Analysis of Covariance of Grade 5 Experimental vs. Grade 5 Comparison Scores on Posttest For Unit I Using the Pretest as a Covariate

Source	SS	df	MS	F
Covariate/Pretest	6294.70	1	6294.70	516.74*
Between	537.43	1	537.43	44.12*
Within/Error	7235.79	594	12.18	
Total	14067.92	596	23.60	

GROUP	N	Pretest $\bar{X}$	UNADJUSTED POSTTEST $\bar{X}$	ADJUSTED POSTTEST $\bar{X}$
Treated	409	12.21	14.57	14.50
Comparison	188	11.89	12.31	12.46
Total	597	12.11	13.86	13.86

*$p < .01$

Table 3

Analysis of Covariance of Grade 4 Experimental vs. Grade 4 Comaprison Scores on Posttest For Unit II Using the Pretest as a Covariate

Source	SS	df	MS	F
Covariate/Pretest	15293.40	1	15293.40	456.20*
Between	1055.79	1	1055.79	31.49*
Within/Error	10660.45	318	33.52	
Total	27009.63	320	84.41	

GROUP	N	Pretest $\bar{X}$	UNADJUSTED POSTTEST $\bar{X}$	ADJUSTED POSTTEST $\bar{X}$
Treated	252	20.30	25.28	26.82
Comparison	69	27.04	27.66	22.04
Total	321	21.75	25.79	25.79

*$p < .01$

Table 4

Analysis of Covariance of Grade 5 Experimental vs. Grade 5 Comparison Scores on Posttest For Unit II Using The Pretest as a Covariate

Source	SS	df	MS	F
Covariate/Pretest	29088.04	1	29088.04	880.89*
Between	771.56	1	771.56	23.37*
Within/Error	20142.99	610	33.02	
Total	50002.59	612	81.70	

GROUP	N	Pretest $\overline{X}$	UNADJUSTED POSTTEST $\overline{X}$	ADJUSTED POSTTEST $\overline{X}$
Treated	430	21.75	25.29	25.11
Comparison	183	21.08	22.25	22.66
Total	613	21.55	24.38	24.38

*$p < .01$

Table 5

Analysis of Covariance of Grade 4 Experimental vs. Grade 4 Comparison Scores on Posttest For Unit III Using the Pretest as a Covariate

Source	SS	df	MS	F
Covariate/Pretest	866.49	1	866.49	26.80*
Between	852.06	1	852.06	26.36*
Within/Error	1718.54	122	32.33	
Total	5662.79	124	45.67	

GROUP	N	Pretest $\bar{X}$	UNADJUSTED POSTTEST $\bar{X}$	ADJUSTED POSTTEST $\bar{X}$
Treated	90	17.34	20.43	21.31
Comparison	35	21.71	17.28	15.02
Total	125	18.57	19.55	19.55

*$p < .01$

Table 6

Analysis of Covariance of Grade 5 Experimental vs. Grade 5 Comparison Scores on Posttest For Unit III Using the Pretest as a Covariate

Source		SS	df	MS	F
Covariate/Pretest		7281.90	1	7281.90	219.26*
Between		355.35	1	355.35	10.70*
Within/Error		7871.20	237	33.21	
Total		15508.46	239	64,89	
GROUP	N	Pretest $\bar{X}$		UNADJUSTED POSTTEST $\bar{X}$	ADJUSTED POSTTEST $\bar{X}$
Treated	116	20.15		23.03	21.24
Comparison	124	16.08		16.97	18.65
Total	240	18.05		19.90	19.90

*p <.01

Table 7

Analysis of Covariance of Experimental vs. Comparison Scores on the Unit III Post Writing Sample (Letter Composition) Using the Pretest as a Covariate

Source	SS	df	MS	F
Covariate/Pretest	89.10	1	89.10	27.62*
Between	12.66	1	12.65	3.92
Within/Error	200.02	62	3.23	
Total	301.78	64	4.72	

GROUP	N	Pretest $\bar{X}$	UNADJUSTED POSTTEST $\bar{X}$	ADJUSTED POSTTEST $\bar{X}$
Treated	35	7.23	9.05	8.99
Comparison	30	7.00	8.03	8.10
Total	65	7.12	8.53	8.53

*$p < .01$

Table 8

Analysis of Covariance of Grade 4 Experimental vs. Grade 4 Comparison Scores on Posttest For Unit IV Using the Pretest as a Covariate

Source	SS	df	MS	F
Covariate/Pretest	636.30	1	636.30	9.60*
Between	2899.48	1	2899.48	43.76*
Within/Error	8149.37	123	66.26	
Total	11685.15	125	93.48	

GROUP	N	Pretest $\bar{X}$	UNADJUSTED POSTTEST $\bar{X}$	ADJUSTED POSTTEST $\bar{X}$
Treated	91	13.40	22.58	22.74
Comparison	35	14.17	12.40	11.98
Total	126	13.61	19.75	19.75

*p < .01

Table 9

Analysis of Covariance of Grade 5 Experimental vs. Grade 5 Comparison Scores on Posttest For Unit IV Using the Pretest as a Covariate

Source	SS	df	MS	F
Covariate/Pretest	8709.26	1	8709.26	214.89*
Between	5538.46	1	5538.46	136.65*
Within/Error	12888.23	318	40.53	
Total	27135.95	320	84.80	

GROUP	N	Pretest $\bar{X}$	UNADJUSTED POSTTEST $\bar{X}$	ADJUSTED POSTTEST $\bar{X}$
Treated	194	15.13	23.52	22.74
Comparison	127	12.79	12.83	14.02
Total	321	14.20	19.29	19.29

*$p < .01$

Table 10

Analysis of Covariance of Experimental vs. Comparison Scores on the Unit IV Post Writing Sample (Creative Paragraphs) Using the Pretest as a Covariate

Source	SS	df	MS	F
Covariate/Pretest	97.48	1	97.48	35.87*
Between	44.68	1	44.68	16.44*
Within/Error	184.80	68	2.72	
Total	326.96	70	4.67	

GROUP	N	Pretest $\bar{X}$	UNADJUSTED POSTTEST $\bar{X}$	ADJUSTED POSTTEST $\bar{X}$
Treated	43	6.41	8.42	8.26
Comparison	28	5.68	6.36	6.61
Total	71	6.13	7.61	7.61

*$p < .01$

APPENDIX T

Non-Public
Test Results -- Statistical Tables

Analysis of Covariance of Non-Public Experimental vs.
Non-Public Comparison Scores on Posttest For
Unit III Using the Pretest as a Covariate

Source	SS	df	MS	F
Covariate/Pretest	12061.28	1	12061.28	398.80*
Between	4.08	1	4.08	.14
Within/Error	4294.62	142	30.24	
Total	16359.98	144	113.61	

GROUP	N	Pretest $\bar{X}$	UNADJUSTED POSTTEST $\bar{X}$	ADJUSTED POSTTEST $\bar{X}$
Treated	88	21.72	22.62	26.91
Comparison	57	33.19	33.97	27.34
Total	145	26.23	27.08	27.08

*p <.01

Analysis of Covariance of Non-Public Experimental vs. Non-Public Comparison Scores on Posttest For Unit IV Using the Pretest as a Covariate

Source	SS	df	MS	F
Covariate/Pretest	3266.01	1	3266.01	105.72*
Between	3406.30	1	3406.30	110.26*
Within/Error	3151.23	102	30.89	
Total	9823.55	104	94.46	

GROUP	N	Pretest $\bar{X}$	UNADJUSTED POSTTEST $\bar{X}$	ADJUSTED POSTTEST $\bar{X}$
Treated	54	17.70	27.67	29.38
Comparison	51	21.09	19.41	17.61
Total	105	19.35	23.66	23.66

*p < .01

APPENDIX U

1. Curriculum Material Evaluation

2. Reaction Summary Sheet

Title IV-C Using the Second "R" Project

CURRICULUM MATERIAL EVALUATION

Name of Consultant _____ Date of Review _____ Title of Lesson _____

Instructions: Based upon your review of the lesson material, indicate your response to each of the following statements. Read each statement, then check the appropriate numbered response using the key below each response. Each key is based on a 5-point scale, with 5 indicating the most positive response and 1 indicating the most negative response. The 3 rating for all responses indicates the "average" category along each continuum. DO NOT SKIP ANY ITEMS. An X indicates that this statement is not applicable. If you rate an item with the X, please indicate WHY it is not applicable in the comments section.

Please feel free to comment on any elements of the lesson whenever you feel it is appropriate.

A. CLARITY	COMMENTS
1. Lesson objectives are clearly stated. _5_ _4_ _3_ _2_ _1_ X Very Clear ... Not At All Clear	
2. The "procedures" section for the teacher is clear. _5_ _4_ _3_ _2_ _1_ X Very Clear ... Not At All Clear	

A. CLARITY (Continued)	COMMENTS
3. The evaluation technique is clearly stated for the teacher. 5 (Very Clear) — 4 — 3 — 2 — 1 (Not At All Clear) X	
4. The activity worksheet directions for students are understandable. 5 (Very Understandable) — 4 — 3 — 2 — 1 (Not At All Understandable) X	
5. The lesson has clearly identified answer keys for all activity sheets/evaluation instruments. 5 (Key Included And Identified) — 4 — 3 — 2 — 1 (Key Not Included Or Identified) X	
B. EFFECTIVENESS	**COMMENTS**
1. The objective(s) are directly related to a writing or writing related task. 5 (Objective(s) Directly Related) — 4 — 3 — 2 — 1 (Objective(s) Not At All Related) X	

B. EFFECTIVENESS (Continued)	COMMENTS
2. The "preparation" section adequately describes what the teacher must do to prepare for the lesson. 5 — Description Adequate; 4; 3; 2; 1 — Description Not At All Adequate X	
3. The "producing" section is directly related to the "focusing" and "developing" sections. 5 — Directly Related; 4; 3; 2; 1 — Not At All Related X	
4. The spelling component adequately prepares the student to complete the activities in the "producing" section. 5 — Very Adequately Prepares; 4; 3; 2; 1 — Does Not At All Prepare X	
5. The suggested materials are adequate for teaching the lesson. 5 — Materials Very Adequate; 4; 3; 2; 1 — Materials Not At All Adequate X	

B. EFFECTIVENESS (Continued) | COMM

6. The instructional activities facilitate the attainment of the lesson's objectives.

5	4	3	2	1	X
Activities Very Adequately Facilitate Attainment				Activities Do Not At All Facilitate Attainment	

7. The lesson's content directly relates to the stated topic for the lesson.

5	4	3	2	1	X
Directly Related				Not At All Related	

8. The "evaluation" measures the outcome of the lesson as defined by the objectives.

5	4	3	2	1	X
Measures The Objective's Attainment Very Adequately				Does Not Measure The Objective's Attainment At All	

C. USABILITY | COMM

1. The materials required are readily available to most classroom teachers.

5	4	3	2	1	X
Readily Available				Not At All Available	

C. USABILITY (Continued)

2. A teacher with little prior knowledge of the lesson's content could easily implement the lesson

5	4	3	2	1
Little Prior Knowledge Required				Extensive Prior Knowledge Required

X

3. The activities in the "procedure" section are arranged in a logical sequence.

5	4	3	2	1
Sequence Logical				Sequence Illogical

X

4. The lesson will hold the interest of students.

5	4	3	2	1
Lesson Very Interesting				Lesson Not At All Interesting

X

5. The lesson's content is adaptable for most school setting's (e.g., rural, suburban/urban, integrated, segregated).

5	4	3	2	1
Very Adaptable				Not At All Adaptable

X

C. USABILITY (Continued)	COMMENTS
6. The learning activities proposed are appropriate for fourth or fifth grade students. 5 (Very Appropriate) — 4 — 3 — 2 — 1 (Not At All Appropriate) X	

How would you rate this lesson on overall quality (e.g., usability, clarity, effectiveness, appropriateness, etc.)?

5 (Excellent) — 4 — 3 — 2 — 1 (Poor)

General Comments: _____

Reaction Summary Sheet

1980

Name of Reviewer _____

The first two items relate to your general impressions concerning all of the lessons which have been developed, including the lessons you reviewed in-depth and the remaining lessons which will make up the total instructional kit. In order to answer these questions, you will have to examine the remaining lessons as to general content, appearance, etc.

1. Is the format of the lessons and activity sheets appealing?

YES ____ NO ____

If "no", please explain how the format could be improved. _____

_____

2. Is there a sequential development of skills within each of the Units?

Introductory Unit - Reference Resources YES ____ NO ____

If "no", what skills are lacking? _____

Unit I - Writing Fundamentals YES ____ NO ____

If "no", what skills are lacking? _____

Unit II - Functional Writing YES ____ NO ____

If "no", what skills are lacking? _____

Unit III - Creative Writing YES ____ NO ____

If "no", what skills are lacking? _____

3. This item concerns the content validity of the pre-test items relating only to those lessons which you reviewed in-depth using the curriculum material evaluation form. The items you should examine are indicated by lesson number on the attached test(s).

Do you feel the items generally had content validity?

YES ____ YES WITH SOME RESERVATIONS ____ NO ____

If you answered "no" or "yes with some reservations", indicate the number of the test items which you feel are not valid. ITEM # _____

4. Do you have any general comments concerning the lessons, the test, or any other aspect of these materials?

_____

_____

_____

APPENDIX V

Experimental Teacher Reaction Sheet

N = 20

Please indicate the degree to which you agree or disagree with the following statements concerning your participation in the Using the Second "R" project during the past school year by checking the response which best represents your feelings for each item.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
1. My own knowledge of instructional techniques for teaching writing skills has increased.	30%	70%				
2. My students have improved their own general writing abilities.	35%	35%	30%			
3. If I had to choose over again, I would decide to participate in the project.	35%	50%	10%	5%		
4. The lessons can easily fit into the existing language arts curriculum.	40%	35%	20%			5%
5. I think that the lessons should be included as a part of the language arts curriculum for fourth grade students in Cleveland.	30%	30%	20%	10%	10%	
6. I think that the lessons should be included as a part of the language arts curriculum for fifth grade students in Cleveland.	40%	40%	5%	5%		10%
7. I think that the lessons would be a valuable instructional resource for teachers in other school districts.	60%	35%	5%			
8. I feel that the lessons taken as a group effectively incorporate writing instruction.	40%	50%	5%			5%
9. I think that the lesson plans generally provided me with enough information to teach the lessons.	55%	45%				
10. I feel that the lessons have enabled me to more effectively teach writing skills to students.	40%	55%				5%

General Comments:

The lessons have been an enlighting, exciting and wonderful experience. The majority of my students really enjoyed doing the experimental lesson. I do think that the Second "R" will soon become a regular part of the Language Arts Curriculum, and that more time should be devoted to writing.

- The lessons on the whole were very helpful. I am glad my class had a chance to take part in the program.

- Many children experienced difficulty in organizing their thoughts. They lacked many skills needed to work in the program. This program should begin in the third grade. Simple sentences should be written in the third grade. This program should build up gradually to the point where fifth graders will feel comfortable in writing.

- Only one lesson should be taught weekly.

- One lesson a week is plenty to teach.

- I think that the lessons should be included as part of the curriculum for both 4th and 5th grades. However, some of the concepts are too advanced for 4th graders. Perhaps they could be placed at the 5th grade level.

- My fifth graders adapted to the program much better than the fourth graders. All of the children were enthusiastic about Using the Second "R" program.

- I enjoyed the lessons of the Second "R". It was informational help to me, and my children were greatly helped in the Language Arts department. They enjoyed the course too.

- After having presented Second "R" to fourth graders, I feel <u>some</u> of the material is difficult for them to master.

- If the lesson format was changed to outline form, it would be much easier to follow.

- The program should be expanded and used throughout the upper elementary grades. With some fleshing out it can easily be used through all three years.

- I feel the lessons should be spread out over a two year period (4-5 grades) as they were too much for one year and made too much pressure.

- The project lessons were quite beneficial to me the teacher, and to students. The CTBS language and reading scores reflect positive gains made by students.